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ABSTRACT

The 1982 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on: getting results from English programs, second language teacher burnout; employment practices; language-related national policies and legislation; English as a second language (ESL) teacher certification in Texas; library search strategies for international students; illiteracy; instructional materials in and for China, ESL and bilingual education in the next decade; a satirical look at ESL teaching; resume writing; assessing reading skills in beginning ESL students; going beyond career education; coping with the multilevel classroom; adult ESL; the elementary and bilingual teacher; teaching in a foreign university classroom; collective bargaining; federal legislative action; reconciling competing instructional approaches; and directions in applied linguistics. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also included. (MSE)

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NEWSLETTER

Vol. XVI, No. 1 Teachers of English to Speakers of Other Languages February 1982

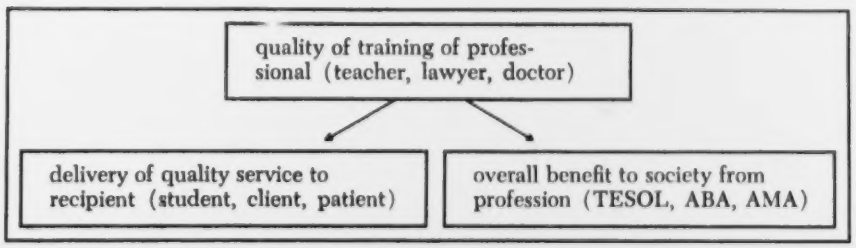
## GETTING RESULTS FROM ENGLISH LANGUAGE TEACHING PROGRAMS

by Victor Mason
*Kuwait University*

A. *Professional Competence and Accountability*

It is heartening to see in the *TESOL Newsletters* of April and June 1981 the extent to which our profession, which has grown so rapidly in recent years, is taking stock to consider areas both of demonstrable past progress and of less than unalloyed success. Richard Orem's excellent essay in the April *TN* suggesting a number of worthy goals for TESOL in the '80s had as one of its main points the need to assure greater effectiveness in the average TESOL classroom and program. The thorough minutes of the proceedings at the March TESOL Convention in Detroit (June *TN*) contained much evidence that a good deal of soul-searching is going on these days over the kinds of fundamental issues of professionalism that Orem raised.

The Orem piece provides a useful framework for the discussion of the profession's three key areas of accountability: 1) to language learners, by their teachers; 2) to teacher-trainees, by their training institutions; and 3) to the public at large, by our profession as a whole. It is plain, however, that these three areas of responsibility are not parallel in importance but have a hierarchical relationship that can be diagramed as follows:


quality of training of professional (teacher, lawyer, doctor)
delivery of quality service to recipient (student, client, patient)
overall benefit to society from profession (TESOL, ABA, AMA)

In short, satisfaction of the paying public with results depends ultimately on the quality of the preparation of the professional practitioner (in any field), whose competence and qualifications are attested to by the degree-granting institution.

Further, a professional in any field is being certified only as to basic qualifications at the time of graduation. One of the values that the training institution attempts to inculcate in its graduates is the indispensable need for professional growth, through the wisdom gained both from one's own practical experience in solving professional problems as well as from the experience of others. Thus, the importance of contact with new ideas, in speeches, at meetings and through journals.

Training and experience, however, are not sufficient to assure competence. Professionals with comparable training and seniority may not enjoy equal regard from their peers and publics; some are acknowledged to be demonstrably better or weaker than others. The majority may be considered competent. There will always be some whose performance is only mediocre or even unsatisfactory. Significant differences can generally be attributed to "personal" factors. Our

*Continued on page 23*

## NEW CONSTITUTION FOR TESOL

**An update on the proposed plan for the reorganization of TESOL**

In the June 1980 issue of the *TESOL Newsletter* (TN) we reported on the work of the Long Range Planning Committee of TESOL, one result of which was a plan for the reorganization of TESOL. In the August 1981 issue of the *TN* we presented this reorganization plan to the membership, a plan which had, at that time, already been disseminated to all SIG officers, affiliate leaders and other TESOL leaders, had been discussed in a number of SIG, Affiliate • Forum, Executive Committee (EC) and 'open' sessions of the membership at the Detroit Convention, and which reflect the input from these meetings.

This report is to up-date our August 1981 report, presenting the resolutions by the Executive Committee of items in the plan which were thought by the membership to need clarification or change. These included: (a) the make-up of the Interest Sections (formerly SIGs), (b) overlapping or "umbrella" affiliates, (c) the make-up of Section and Affiliate Councils, (d) procedures for the selection of nominees to the Executive Board (EB, formerly the EC) by the respective Councils, (e) the functions of the Section Council, and (f) disposition of the Standing Committees of TESOL.

It might be helpful to reiterate here the main points of the reorganization plan, which are:

1. The establishing of two advisory bodies, acting as direct facilitators of communication between the Executive Board, Standing Committees, and the

*Continued on page 2*

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## REORGANIZATION UP-DATE

*Continued from page 1*

Annual Convention and Summer Meeting Committees and the membership, through their affiliates and their (Special Interest Groups) Sections. These will be called; the Interest Section Council, made up of the leadership of the Interest Sections; and the Affiliate Council, made up of representatives from each affiliate. These Councils will replace the present Advisory Council which, as presently constituted, is made up of representatives from both the SIGs and the Affiliates.

2. The enlarging of the Executive Board from twelve to fifteen members by changing the make-up to reflect direct representation of the Affiliates (three members nominated by the Affiliate Council at the annual convention and subsequently elected in a mail ballot by the total TESOL membership voting); and the Sections (three members nominated by the Section council and elected by the total TESOL voting membership). Three additional at-large members will be elected in the same manner but nominated from the membership at-large by the Nominating Committee or through petition. These nine at-large positions will be filled for three-year terms, one each from each of the three slates, each year, staggered in the same manner as present at-large members are (resulting in 3 new at-large members each year, one from the Section Council slate, one from the Affiliate Council slate and one from the slate of the Nominating Committee.)

3. Standing committees would be reduced to five (from six) and the make-up and mandate of the Publications Committee changed.

At the September meeting of the EB, held in Washington, matters which had not been completely resolved in Detroit and some which arose from correspondence subsequent to the Detroit Convention were discussed.

(a). **Interest Sections.** New Interest Sections will be established when at least fifty TESOL members indicate, by petition, their interest in forming such a Section.

(The present nine SIGs, the Research Committee, and the Ad Hoc Committee on Refugee Concerns will automatically be constituted as "Sections" under the new reorganization plan.)

Status as a Section will be monitored and a minimum annual membership, evidence of professional interest and input into the TESOL Annual Convention (and/or Summer Meeting) will be required.

It was felt that in order to maintain continuity that Sections should be administered by at least three officers: a Chair, an Associate Chair, and a Past-Chair.

(b). **Overlapping and "umbrella" affiliates.** Affiliates which "overlap" other affiliates will be permitted (as they are now) with the approval of the already established affiliates. "Umbrella" affiliates such as Japan and Mexico are already affiliates of TESOL, but as yet none of their regional affiliates have asked for affiliation to TESOL. Proposed overlapping or umbrella affiliates such as those for Texas and Canada, will be permitted equal status with other affiliates and TESOL.

It should be noted that TESOL is an organization of *affiliates of each other*, and is in no way felt or constituted to be superior to any affiliate. It merely provides an organizational framework through which affiliates and unaffiliated TESL, SESD, and Bilingual professionals can work together.

(c). **The Section Council and Affiliate Council** will replace the present **Advisory Council.** The membership of the **Section Council** will be determined on a proportional basis with a maximum of three representatives (for those Sections of over 500 membership) per Section; [two representatives for those Sections of between 200 and 500 members, one for those under 200]. Terms for Section Council representatives will be for three years, staggered when possible.

Membership on the **Affiliate Council** will be non-proportional, one representative from each affiliate, the term to be determined by each affiliate. Equal representation was seen as reinforcing the equality of each affiliate in its relationship to all other affiliates and within the organization as a whole.

(d). **Selection of Nominees for the EB by the Section and Affiliate Councils.** While many members felt that some framework should be established to insure the equitable geographical and professional distribution of representation on the EB from year to year, it was also recognized that the designing and implementation of such a framework could not be easily done (and would, whatever the plan, result in endless discussion about its fairness, its implementability, its thoroughness). It was decided that each Council would determine for itself the procedures for such distribution of representation whether explicitly stated or implicit, with the clear mandate to consider professional and geographical distribution in this selection, and to consider any such proposals for this distribution at the time that the Councils are organized.

(e). **Functions of the Section Council.** It was decided that Sections would be allowed to place members on the Convention Program Committee in the same way that the present Bylaws provide for SIG representation. NOTE: Section V.E of the Bylaws states: *The Associate Chair of each interest group shall, in cooperation with the Second Vice President of TESOL, be responsible for preparing the interest group's segment within the general convention program.*

(f). **Disposition of the Standing Committees.** In particular, as we have noted above, the Research Committee was established as a Special Interest Section. The makeup of the Publications Committee was also defined: The Publications Committee will consist of a Chair, *two* other appointed members, the Executive Director of TESOL (formerly the Executive Secretary-Treasurer) and the Editor of the TESOL Quarterly. The Chair and the appointed members will serve six-year non-renewable terms, their appointments staggered at two-year intervals.

It is hoped that any input on this present document will be made by letter prior to the Hawaii Convention where affiliate, SIG and open sessions to discuss the proposal are planned. All SIG, EC, Affiliate leaders, and Committee Chairs will receive copies of the revised proposal prior to the Convention. A final vote on the plan and any changes which might result from the discussions at the Convention, will be called for at the Legislative Assembly, the meeting of the membership as a whole, during the final afternoon of the Convention. It is hoped that implementation, upon an affirmative vote, would begin immediately thereafter. If you have any questions or comments which you would like to make prior to the meetings in Hawaii please write to H. Douglas Brown, c/o Dept. of ESL, U. of Hawaii at Manoa, Honolulu, HI 96822. □

**TESOL '82**
**HONOLULU**
**MAY 1-6, 1982**
**SHERATON**
**WAIKIKI**
**HOTEL**

# HAWAII BECKONS

by Mark A. Clarke
*2nd Vice President*

## TESOL '82

As I write this, the winter wind rattles the windows and the radio announces that record low temperatures will be reached across the nation. What better time to contemplate TESOL '82 and the warm, inviting beaches of Waikiki? Throughout the fall and early winter the convention planning committee has worked steadily on the preparations for the 16th Annual TESOL Convention, to be held at the Sheraton Waikiki from Saturday, May 1 to Thursday, May 6. Now that the program has gone to the printer it is possible to provide a peek at the events that await TESOLers as they step off their planes into the tropical sunshine of Hawaii.

This year's site provides us with an ideal opportunity to highlight TESOL's international scope. We will have presenters from over forty countries, with representatives from such distant points as Gunnison, Colorado; Dhahran, Saudi Arabia; Hong Kong; Auckland; Mexico City and Johannesberg.

One innovation of this year's program are regional seminars, special sessions focusing on language teaching and research in particular areas of the world. Four sessions will be convened this year focusing on Japan, Asia, the Pacific and Latin America. Our hope is that these sessions will provide an opportunity for prospective teachers to learn about working conditions in a variety of countries, while permitting professionals from those areas to exchange ideas in a relaxed atmosphere.

With well over 900 proposals submitted for consideration, the selection committee had an extremely difficult time making the final decision of what was to be included in the program. This year, as always, many excellent presentations had to be rejected for lack of time and space. The variety of presentations in the program reflects the vitality of the organization and the broad range of interests represented by the membership. As in previous years, we will be able to choose between such diverse titles as "Neurologically Oriented Theories of the origin of Language" and "64 Ways the Overhead Projector can Brighten Your Class" or "The Role of ESL in Medicine: A Case Study" and "Using the Newspaper as a Teaching Tool." It is safe to say that whether your interest is research, testing, materials development, classroom techniques, or the sociopolitical context of language acquisition and use, you will find it difficult to make decisions given the available choice at each hour of the day. Of course, if the weight of such pondering becomes unsupportable, you can always opt for an informal seminar on the beach, or a relaxing walk in the lush mountainsides.

As always the TESOL Convention will contain a large number of rap sessions, which will give TESOLers a chance to meet informally and discuss topics of common concern. This year all of the Special Interest Groups are sponsoring at least one rap session; representative titles include: "Cultural Conflicts Inside and Outside the Classroom," "The Role of ESL in the Elementary School," "Working Abroad: Experiences and Opportunities" and "Vocational ESL." These sessions are especially valuable for first time convention goers or individuals who are interested in meeting other professionals with similar interests and concerns.

At the request of TESOL's President, John Fanselow, we will provide a number of sessions focusing on organization concerns. These are presentations, panel discussions and rap sessions which deal with the role of TESOL in providing services for teachers, learners, school districts and the community.

Another important piece of business which will be conducted at this year's convention is the vote on the proposed reorganization of TESOL. After two years of sampling membership opinion, writing and revising, the Committee on TESOL Reorganization, chaired by H. Douglas Brown, has produced a draft resolution which will be discussed at an open hearing and voted upon in the Legislative Assembly. The changes have been proposed in an effort to increase the efficiency and effectiveness of the organization in responding to the interests and needs of the membership. It is extremely important for all TESOLers to inform themselves of the issues involved, to attend the open meeting, and to vote at the Legislative Assembly. *(For details, read "New Constitution for TESOL," pages 1 and 2 of this Newsletter.)*

Of course, this year, as always, TESOL will feature a selection of world renown leaders in education and research as invited speakers. This list to date includes: Richard R. Day, John Fanselow, Lily Wong Fillmore, Judith W. Lindfors, Patsy Takemoto Mink, Joan Morley, John Schumann, Jacquelyn Schachter, Earl W. Stevick, Peter Stevens, Merrill Swain, Robert Underwood, and Henry G. Widdowson. Very soon TESOL members will be receiving a Convention Preview, which will contain a partial listing of papers, presentations, workshops, etc. as well as registration information for educational visits and breakfast seminars.

If you have not already received TESOL '82 Convention information and registration forms, you should contact Carol LeClair at the TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

May 1 to May 6, 1982 promises to be an unforgettable affair—intellectual stimulation, teaching techniques and testing tips in the perfect environment, multilingual, multicultural Hawaii. See you there. □

## IN MEMORIAM: BONNIE DAVIS

**Bonnie Davis**

It is with great sadness that I report the death of Bonnie Davis, co-chair of the local committee of TESOL '82 in Hawaii. Bonnie died on Tuesday, December 22, 1981, after a brief and courageous fight with cancer.

Bonnie died as she lived—giving her whole self to the job at hand. Her good nature and bright outlook was with her throughout her illness. Those of us who worked with her on the Convention over the phone and through letters were never aware of the seriousness of her illness. It was characteristic of Bonnie that she would concentrate on business, not wanting to trouble her friends with bad news.

Her friends will miss Bonnie's sound judgment, her patience, her dedication and professionalism, her sparkling good humor and enthusiasm, and most of all her loving and selfless friendship. However, her model is firmly fixed in our memories, and we will be guided by it as we return to work.

Mark A. Clarke
2nd Vice-President.

# BURNOUT IN TEACHERS OF SECOND LANGUAGES

**by Christine Grasse**
*Eastern Michigan University*

The problem of burnout has been well documented as it relates to the helping professions—social work, nursing, teaching, but the relationship of burnout to the language teacher in particular has not been studied or reported. Burnout is defined as the exhaustion that results from excessive drain on a person's energy and resources because of overwhelming problems. Victims of burnout feel frustrated and cynical about their work and gradually lose their effectiveness on the job. Consequently, burnout seriously affects the productivity of many professionals under stress, including foreign language teachers (Foster 1980: 24).

Burnout is a relatively new term for an old problem. The introduction of the word is attributed to Dr. Herbert Freudenberger, a New York psychologist who first used it about ten years ago to describe the condition of emotionally, physically and mentally drained social workers who worked for extended periods of time with drug addicts (1975:3). The term then spread to other helping professions and eventually to all professions where people work under pressure.

No one knows how many language teachers suffer from burnout, or how many eventually leave the profession because of it. Most foreign language teachers, however, have seen the effects of burnout on colleagues, if not on themselves. For a variety of reasons, which will be described below, they are especially susceptible to burnout.

Cherniss (1978) found burnout to be related to a negative change in job-related attitudes and behavior (Pagel and Price 1980:85). Burnout among foreign language teachers can, I think, be reduced through the development of positive attitudes about subject, students, colleagues, and self which alleviate many causes of stress.

Why Stress is High on Foreign Language Teachers: 1) Parents, administrators, and students may have unrealistic expectations for results; 2) Teachers may set unrealistic goals for classes to achieve; 3) Communication is a problem in language classes because of students' limited proficiency; 4) Second language programs traditionally are afforded low status and priority by parents and administrators; 5) There are many qualified teachers for a limited number of jobs; 6) Many professionals suffer from job insecurity, holding temporary positions with low pay and no benefits.

The stress on language teachers is acute for several reasons. First, parents, students, administrators, and even teachers may have unrealistic expectations for progress of the students. Many people are unaware that language skills take years to acquire and are disappointed if students do not achieve near fluency in months. Teachers may be anxious to see evidence of progress in their students and consequently are frustrated when students do not achieve the desired results.

Another source of frustration for the language teacher is the problem of communication in the language class. Because of the students' limited proficiency in the target language, teachers expend considerable energy trying to understand the students' attempts at communication. It is also difficult for the teachers to make themselves understood by the students; indeed the teacher must often resort to pantomime, facial expression, or other quickly invented alternative means of communication. In the sense that elementary and intermediate students are handicapped by a limited knowledge of the second language, the language teacher faces a situation similar to that of a special education teacher. Both teachers need patience, flexibility, and realistic expectations in order to minimize frustration on the job.

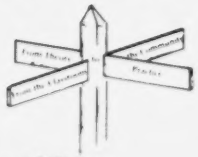
The low status and priority given to a school's foreign language program are other problems that language teachers frequently face. Despite Presidential recognition of the importance of foreign language study, many administrators continue to eliminate foreign language requirements from the curriculum and trim budgetary allocations for foreign language departments. The attitudes of administrators toward second language classes are sometimes unfavorable because of certain misconceptions. A dean in the College of Arts and Science from a state university declared his belief that foreign languages were easier to teach than other subjects such as chemistry or economics. This attitude sounded irrational until he explained the basis for his opinion. He had once taken a Spanish-for-Faculty course that gave no tests and no homework, apparently catering to the time limitations of faculty members. He assumed all language courses were similar to the one he had taken and justified budgetary decisions unfavorable to the language department on the basis of his one atypical experience. Language teachers should be aware of possible bias in administrators in order to face

*Continued on page 5*

**The Indiana State Affiliate of Teachers of English To Speakers of Other Languages Announces . . .**

## CROSS ROADS FOR THE '80s

**THE SECOND MIDWEST REGIONAL TESOL CONFERENCE**
**April 1-3, 1982 at the**
**Indiana Convention Exposition Center**
**100 South Capitol Avenue, Indianapolis, Indiana**



**With the Following Participating Midwest State Affiliates:**

**ARK-TESOL** *Arkansas*
**ILLINOIS TESOL/BE** *Illinois*
**INTESOL** *Indiana*
**KENTUCKY** *Kentucky*
**MITESOL** *Michigan*
**OHIO TESOL** *Ohio*
**MIDTESOL** *Iowa, Kansas, and Missouri*
**MinneTESOL** *Minnesota*
**WBTESOL** *Wisconsin*
**TNTESOL** *Tennessee*

**MAJOR SPEAKERS**

**James E. Alatis**
*Executive Secretary, TESOL — Georgetown University*
**Josue Gonzalez**
*Senior Policy Associate — Institute of Educational Leadership, Inc.*
**Darlene Larson**
*First Vice President, TESOL — New York University*
**Jerrie Cobb Scott**
*Assistant Professor of English and Linguistics — University of Florida*

 *Continued from page 4*

and correct possible misconceptions about the profession.

Another factor that contributes to the relatively low status of language teachers is the excess supply of qualified teachers and scarcity of jobs. As a result of supply exceeding demand, schools and universities can hire language teachers at low salaries and on a part-time rather than full-time basis. Part-time contracts may be renewable from term to term, or from year to year, and often do not provide any fringe benefits to the teacher. Because of low salaries, language teachers may work at several different schools—teaching mornings, afternoons, and evenings to support themselves. After years of working at various schools on a part-time, no benefit basis, language teachers may feel discouraged and lose self-esteem. Yet they know if they quit, there will be others who will gladly take their place. Long hours, low pay, and job insecurity contribute to the hazard of burnout among language teachers.

Clearly a number of complex factors are responsible for burnout in language teachers. Various techniques can be used to develop positive attitudes toward subject, students, colleagues, and self. Not all techniques will be suitable for every teacher; the teacher should choose those of most value and interest to the individual.

How to Develop a Positive Attitude Toward Your Subject: 1) Maintain your interest in the subject by varying materials, techniques, and course levels; 2) Exchange ideas with colleagues; 3) Set realistic goals to achieve in class; 4) Stimulate your interest in a subject by learning more about it.

One of the signs of burnout is loss of interest and enthusiasm for the subject. Any teacher can go stale for a variety of reasons including frequent repetition of level, subject, and materials. It is not easy to stay fresh and enthusiastic for the 27th rendition of Dialog 6. Yet it is essential for language teachers to stay excited about their subject to be effective teachers.

Variety in texts, materials, approaches and class levels can help a teacher stay interested and challenged by a particular subject. If it is not feasible to vary the texts or levels taught, it is always possible to use new techniques which can be drawn from one's colleagues. Colleagues can provide a rich source of new ideas to be shared for mutual inspiration and classroom innovation.

Setting short-term goals to achieve in the classroom is another way teachers can maintain their interest in their subject. The goals can be scheduled on a daily, weekly, and/or monthly basis. The teacher works to achieve a specific goal, such as mastery of the past tenses of five irregular verbs by 90% of the class and enlists the students' interest and competitive spirit to achieve the goal within the specified time period.

At times teachers are faced with the problem of teaching an area within a subject that simply does not interest them; yet they must teach it. In this case, the language teacher should read more about the subject, or talk about it with a colleague who likes the subject. By learning more about a disliked subject you can stimulate your interest, or at least enhance your tolerance for it.

How to Develop a Positive Attitude Toward Students: 1) Get to know your students as individuals; 2) Show interest and concern for the students; 3) Be sensitive to students' needs and goals.

The best way to develop positive attitudes toward students is to get to know them as individuals. In this respect, language teachers have a distinct advantage over other teachers. Since the very essence of the language classroom is communication, opportunities for personal communication between student and teacher are many. At the beginning of each class, the teacher can take a few minutes to ask the students about their activities, interests, and backgrounds. Throughout the class the teacher can insert personal questions and references in dialogs, drills, homework, and quizzes to add interest and life to the class, and to obtain further information about the students. Eventually the students become individuals to the teacher and to each other.

The need for a teacher to take an interest in students does not imply the need for friendship between student and teacher (Abinum 1977:297). The student-teacher relationship can function effectively on many levels and should not be restricted by a narrow definition such as friendship. As Hendley observes, to limit teacher-student roles by strictly defining them "limits the possibility for mutual learning" (1979:73). However, a teacher's concern and interest in the student is important both as a source of renewal and an inspiration for the teacher and as a source of motivation and confidence for the student.

How to Develop a Positive Attitude Toward Colleagues and Program: 1) Be supportive of colleagues; 2) Keep lines of communication open to make constructive suggestions; 3) Be proud of colleagues and the language program.

In the interest of avoiding burnout, language teachers should be mutually supportive. That is, they should recognize each other's achievements and praise them, rather than look for weak points to criticize. If a colleague has a problem to discuss, fellow teachers should listen and offer possible solutions. The work atmosphere is much more enjoyable and conducive to productivity when colleagues respect one another. The language program also benefits from the teachers' positive attitudes toward one another, gaining a sense of unity, harmony, and pride.

It is important to keep lines of communication open between colleagues and administrators in order to quickly clear up misunderstandings before they lead to frustration. Teachers should feel they can offer constructive suggestions to the administration with the confidence their suggestions will be heard and weighed. Administrators should ask for teacher input into decisions affecting the language program. Thus, language teachers feel they can contribute in a positive way to their work environment and that their suggestions can make a difference. Such participation in the decision-making process helps language teachers develop positive attitudes toward themselves and the language program.

How to Develop a Positive Attitude Toward Yourself: 1) Have confidence in your abilities; 2) Keep a proper perspective on your problems; 3) Face problems realistically, assess them, and seek a viable solution.

Ultimately to avoid burnout language teachers must believe in their own competence. If teachers think positively about their own capabilities, they will likely be capable provided they are also realistic in their thinking. When problems do occur, teachers should keep them in perspective and face them objectively. After an assessment of the problem is made, the teacher should search for possible solutions. Often it is helpful to talk over a problem with colleagues and/or administrators who may be able to help find a solution. Thus a teacher of languages can work confidently toward resolution of a problem before it leads to burnout.

Burnout is not an inevitable hazard of language teaching. The negative effects of burnout can be reduced substantially with the cultivation of positive attitudes toward subject, students, colleagues and self. Hopefully increased awareness of the problem of burnout and ways to overcome it will lead to the reduction of burnout in the language teaching profession. □

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# ESL?

COMING IN MAY 1982!

**ENGLISH ALIVE: *GRAMMAR, FUNCTION, AND SETTING***
By Gail Fingado and Mary Jerome.
This forthcoming text for ESL beginners carefully combines thorough presentations of basic grammatical structures with basic survival English. Each grammar chapter is introduced with an interesting dialogue and reading passage that illustrates the target structure. The authors also present practical exercises and lower level material with highly interesting adult dialogues and readings – an ideal text for the ESL beginner.
1982, c. 320 pages, paper.

**THE ENGLISH CONNECTION: *A TEXT FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE***
By Gail Fingado, Leslie Freeman, Mary Jerome and Catherine Summers.
THE ENGLISH CONNECTION prepares intermediate-level ESL students to use the English language with greater structural accuracy and fluency. A stimulating alternative to ordinary ESL textbooks, this book uses such thought provoking topics as civil rights, test-tube babies, and UFO's to explain grammatical structures to students. Four characters who speak everyday English and encounter real-life situations appear throughout the text providing continuity and familiarity for the reader. Also included are a wide range of exercises and illustrations relating to chapter theme.
1981, 416 pages, paper.

**CHALLENGE: *A FIRST READER***
By Robert Saitz and Francine Stieglitz.
A thematically arranged anthology/workbook with language exercises.
1978, 320 pages, paper.

**STORY SQUARES: *FLUENCY IN ENGLISH AS A SECOND LANGUAGE***
By Philip Knowles and Ruth Sasaki
Designed primarily for intermediate-level ESL students, this unique text offers intriguing stories upon which structure, pronunciation, fluency, and comprehension are based. Each story square provides a problem-solving context that requires students to integrate communication skills into a real-life situation. Specific grammar and punctuation problems have been designed into each square, and reinforcement and review follow each speaking activity. A comprehensive Instructor's Manual is available.
1980, 251 pages, paper.

**Also of Interest for Teachers of ESL:**

**READINGS ON ENGLISH AS A SECOND LANGUAGE: *FOR TEACHERS AND TEACHER TRAINEES, SECOND EDITION***
By Kenneth Croft
A very useful text/reference guide designed for teachers and prospective teachers of ESL. Professor Croft thoroughly covers areas of ESL teaching such as: trends and practices; speaking and understanding; reading and writing; and vocabulary and testing.
1980, 450 pages, casebound.

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# EMPLOYMENT ISSUES IN ESOL: ANSWERS AND QUESTIONS

by George Bozzini

One cannot help but be encouraged by the amount of substantive discussion which has evolved over the past two years on the subject of employment issues in ESOL.

In the interim between the Detroit (TESOL) and Nashville (NAFSA) conventions, copies of the full report of the Ad Hoc Committee were circulated in a prepublication form. One ESOL instructor who obtained a copy of the report has submitted to the *TESOL Newsletter* a letter for publication in The Standard Bearer, the *Newsletter's* new feature column devoted to employment issues. As the letter raises questions regarding the guidelines for ESOL programs at institutions of higher education, articulated in my report to the Ad Hoc Committee, it provides a useful basis for a dialog on the subject of employment issues which reflects the divergent points of view of management and labor.

The letter, dated 14 April 1981, reads:

*Dear TESOL Committee on Employment Issues:*

*I was pleased to be able to attend several sessions concerning the activities of the Committee on Employment Issues at the Detroit TESOL Convention and to obtain a copy of your report.*

*There were a number of issues addressed in the report which would clearly be seen as worthy goals by all concerned—benefits for all employees assigned full-time loads, a guaranteed measure of job security, among them. The report makes certain other recommendations, however, which seem to run counter to what we, at our university, have set as our goals. With this in mind, I would like to request clarification on a number of points, make several suggestions, and ask that a response be made available to all concerned. I understand that you will be starting a column in the TESOL Newsletter and hope that you will be able to print at least the majority of the concerns which I touch upon here.*

The letter addresses seven points, which I will respond to individually.

*THE SURVEY. First I would be interested to know how many university ESOL programs were surveyed and what type of questionnaire was used. Could this questionnaire be reprinted so that others might respond? What regions of the country were represented by this survey?*

In constructing a frame of reference for my report, I surveyed approximately 50 ESOL programs, in at least 15 states and the District of Columbia. These programs represent, I would estimate, the situations of over 1000 ESOL teachers and administrators. In addition to a fair amount of personal contact, two types of questionnaires were used.

I have also reviewed the findings of the surveys by Linda Moussoúris and Daphne Mackey (1979) and Carol J. Kreidler (1979, 1981).

*SALARIES: Would you please define "competitive" as it is used in the report? From my own experience at several different universities and at the one where I now teach, the salaries which were quoted for full-time university instructors ($14-16,000 for fiscal year and $13-14,000 for academic year) might be said to be competitive only in relation to other ESL programs. If our aim is to improve our conditions, would it not be wiser to compare our salaries with those of other professionals with similar qualifications and duties within our own universities? Might it not be more helpful for those representing TESOL to recommend that salaries be made competitive within the framework of one's own institution? This would also serve to place the question of what is reasonable and equitable in the context of regional variations in cost of living.*

The word "competitive" in the report *was* used only in relation to ESOL programs. The salaries quoted, however, are higher than the average salaries *for any length of tenure* cited in Kreidler (1979) and Moussoúris and Mackey (1979) and are recommended for nonsenior appointments; that is, of individuals having given less than three years' service to the program. Furthermore, since the dollar amounts cited were for 1980-81, one should think in the upper reaches of the ranges in referring to the coming fiscal year.

I am fully in accord that salaries in ESOL should be compared with salaries of "other professionals with similar qualifications and duties within our own universities." However, I question which class of "other professionals" the reader is referring to. I do *not* believe it is wise to compare ESOL personnel *as a whole* with regular faculty holding professorial rank. The latter, as I have stated in my report, typically have higher academic qualifications; moreover, their teaching duties and departmental functions are quite different from those of most ESOL personnel.

I believe it is important, in discussing the notion "competitive", to ascertain more precisely than we have the place of the ESOL teacher, as well as of the ESOL program, in the university community. In my report I have suggested where some reasonable and defendable parallels might be drawn. Reference will be made to these below.

*TEACHING LOAD: Dr. Bozzini has suggested that the average teaching load should be no more than 15 hours per week. In some universities, unfortunately, this might, indeed be an improvement. However, at my university [which, by the way, has not been named, as this letter was submitted anonymously], although we teach more hours than most regular faculty, we teach less than 15. Mrs. Kreidler's survey also shows that many university ESL instructors currently teach fewer than 15. How was the number 15 arrived at? And why was it stated that "smaller loads (that is 10-12 hpw) are not affordable"? It would seem more useful to suggest to university programs that "affordable" salaries for ESL instructors be comparable to "affordable" salaries for similarly qualified instructors in other parts of the university.*

Mrs. Kreidler's 1979 survey shows the *average* full-time teaching load in ESOL in institutions of higher education to be 15 hours per week, for 37 respondents. The even smaller sample size of her 1980 survey (12 full-time respondents) does not substantiate the reader's claim in this regard. Furthermore, I would question whether the average is as accurate as the median or the mode in describing teaching loads. In my own 1979 polling of program directors in the Washington area 15 hours per week was the designated teaching load for 32 out of 56 full-time instructors. The *average* for the same population was 13.6, with a range from 9 to 17.5 hours per week.

In response to the question of the affordability of teaching loads of various sizes, I would refer the reader to my 1980 paper "Contracts and Benefits," in which I discussed in some detail program budgets.

In any event, the complete sentence from my report which should have been cited is "Significantly smaller loads (that is, of 10-12 hours per week) are not affordable all year round *if the number of full-time appointments is to increase commensurately with the number of individuals actually teaching full-time loads.*" [Emphasis added.]

Additional justification for keeping the base teaching load at about 15 hours per week is that a load of that size can reasonably be reduced, depending on the nature of the courses assigned. Specifically, one might consider reduced loads in the case of credit courses, lecture-type courses, courses in advanced composition, which generate a large number of papers to grade; or, when special nonteaching assignments are made. Examples of the latter might be materials development, supervision of the audio-visual program, certain types of coordinatorial or administrative assignments, development and supervision of a testing program. In sum, I would endorse the 15 hour-per-week teaching load, with its potential reductions, as a means of giving a program flexibility.

*CONTRACTS: Why would longer-term appointments "require special categorization as nonfaculty appointments (for example "language specialists" rather than "instructor" or "lecturer")? This is not the case at my university and I wonder why anyone would aim to be "reclassified" as nonfaculty. It would seem to me that this would only lead to our being more clearly a "stepchild" within our own institution. At my institution, the gains we have been able to make in terms of increased status and recognition are based on our being classified as faculty members.*

Appointments for longer than one year

*Continued on page 9*

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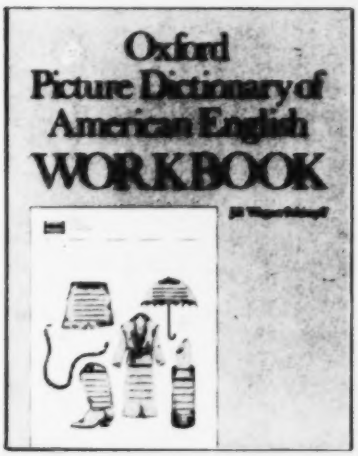


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*Continued from page 7*

might (and I underscore the word "might") require special categorization as "nonfaculty" because of the restrictions on faculty appointments at many institutions. My report makes this point clear in my discussion of faculty appointments at The George Washington University. To summarize that discussion, at GW three kinds of faculty appointments can be made: Regular Tenure-Accruing, Regular-Non-Tenure Accruing, and Limited Service.

The procedures attendant to regular tenure appointments are well known. They involve thorough, periodic review, a tenure decision in no later than the seventh year, and a terminal appointment if tenure is denied.

Regular Non-Tenure Accruing appointments at the ranks of assistant and associate professor can be made for three and four years respectively, and are renewable an unlimited number of times, with or without tenure.

Limited Service appointments are also renewable an unlimited number of times; however, they can be made only for one year or less, and they do not lead to tenure.

It should be inferred from statements in my report that I find the Regular Non-Tenure-Accruing appointments for a core ESOL faculty to be very appealing. Such appointments ensure advancement in the academic ranks. They provide greater job security in their renewability for longer periods. Finally, they leave open the possibility of obtaining tenure.

On the other hand, I would hope to investigate such appointments more thoroughly than I have thus far, before lending my wholesale endorsement to them. My limited observations of such appointments lead me to believe that they constitute somewhat of an innovation; that they do not proliferate nationwide; and that they do not enjoy full acceptability within academia. For these reasons, particularly the last one, I repeat here what I said in my report:

*The critical issue for the ESOL program is the fact that unlimited renewable Non-Tenure-Accruing Appointments, created only recently and only after substantial debate, could be voted out of existence at a future date.*

One advantage of a nonfaculty appointment in ESOL is the job security that it implies. Generally speaking, the first six months of a classified, nonfaculty appointment are considered probationary. After that, the position is in a sense tenured, in that contract renewal is more certain than in the case of a limited service faculty appointment.

Additionally, part-time classified appointments at some institutions (GW included) offer certain benefits which part-time faculty appointments do not offer. Benefits such as health care, group life insurance, educational benefits and even leave are provided for part-time classified employees working a specified portion of a full-time job.

The beneficiaries of nonfaculty appointments would be the many ESOL instructors who are hired on a part-time basis but who are assigned the equivalent of full-time teaching loads. In many, if not in the majority of cases, such individuals teach more hours than their colleagues on full-time appointments, either in the same program, or in multiple programs—as a measure of economic survival. As this population currently constitutes—to my mind—the most exploited on the ESOL labor market, reclassification, if it is deemed administratively necessary, should be considered a viable option when full-time faculty positions are not available.

*PROGRAM BUDGET: The report states that the suggested salaries and benefits reflect "minimally professional standards" and "minimally humane employment practices". Would you please clarify in what sense you are using "minimally"? Does this mean that this is the absolute minimum that we should accept, or that we should only expect to be able to obtain "minimal professional standards?" In our own efforts to improve our conditions, we have set our sights much higher than minimal professional standards, aiming at full equality within our university.*

My statements on "minimally professional standards" and "minimally humane employment practices" are addressed chiefly to programs which *routinely* overwork and underpay instructional staff. In answer to the question, I believe the salaries cited should be considered by the prospective ESOL instructor for what they are. It is not my intention to proffer advice with regard to accepting or rejecting employment.

*RESEARCH AND PUBLICATION: I was surprised to note that the issues of increased research and publication as a means of improving our status was not mentioned. As anyone who has been associated with a university knows, the "publish or perish" syndrome is uncomfortably real. Does the Committee recognize the importance of encouraging research and publication for its university ESL instructors? If so, how will a plan which advocates fiscal year appointments and heavier than normal teaching loads encourage these activities?*

Although I did not dwell on the specific issues of research and publication in my report, I certainly alluded to them. Indeed, I attribute considerable importance to them in obtaining rank and tenure in academic departments. In particular, as categories to think with in making the case for rank and tenure I cited the possession of a Ph.D. (a research degree), highly skilled experience (which implies some research), and "self-advancement in the field through study and self-motivated productivity such as, but not limited to, publishing." Notice, nonetheless, that my concern here is with self-motivated productivity, not publication as an endeavor to avoid an untimely academic demise.

I have advocated fiscal-year appointments for several reasons. First, a program operating on a fiscal-year basis needs to maintain a first-rate, full-time core instructional staff the year round. Secondly, *established* fiscal-year appointments bring annual salaries in ESOL to a higher level of acceptability, if not in comparison with the annual salaries of certified academics, in comparison with the salaries of numerous other professionals—including classroom teachers and trainers of various types—most of whom put in more time on the job each day and throughout the calendar year than do most college ESOL instructors.

Finally, a fiscal year appointment can encourage rather than discourage research, as it provides continuous exposure to the academic environment. Under such an appointment, teaching loads could be made lighter in the summer sessions (from 15 to 12 hours per week, say). During the rest of the year, in some instances, nonteaching, research-oriented assignments could replace some classroom teaching. Certainly, both the program and the individual could profit from an imaginative assignment of duties in the course of the fiscal-year. In any event, I advocate the offering of fiscal-year contracts in addition to, not to the inclusion of, academic-year contracts.

*SERVICE VS. SCHOLARSHIP: Please explain the statement that "in ESOL the service aspect . . . is usually of greater importance than the scholarly". This is a concept which I had not heard before. I would also appreciate further explanation of why it is suggested that we compare ourselves to counselors, speech therapists and librarians. Does this not ignore the classroom teaching aspects of our profession?*

I am at odds with the reader on this particular issue. While he or she has not heard the concept "service" (as opposed to "scholarly") applied to ESOL, I have rarely heard the concept "scholarly" seriously applied to ESOL teaching the way it is applied to kindred disciplines or areas of investigation, such as linguistics, language acquisition, and literature. In viewing ESOL as a largely service-oriented activity at an institution of higher education (like that of counselors et al.), I do not intend to denigrate the profession. Rather, I would hope to point out service areas in ESOL which should be explored by ESOL instructors seeking professional advancement in their own programs. These include teacher training, development and publication of teaching materials (for the program, I should emphasize), language learning technology, and program administration.

My appraisal of ESOL in higher education should not be construed as an effort to move us further from regular faculty status, when in fact my intentions run quite to the contrary. However, the distinction between faculty status and scholarly status, which is generally clear in most academic departments, should be clear as well in ESOL. □

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# LETTERS

**Is the Albuquerque Public Schools System meeting needs of Limited English speaking students?**

Considering that only two percent of the students in the Albuquerque Public Schools are limited English speaking students they could easily be forgotten. However, this is not the case in the Albuquerque Public Schools. APS has a Language Assessment Component, which is part of the Cross-Cultural Center which determines the language classification of each student in APS with a home language other than English. Therefore, accurate numbers of limited English speaking students are maintained by school for the District. The other concern of the Assessment Component is to follow students' progress to determine how well they are performing in school academically.

The Albuquerque Public Schools are doing extremely well in meeting the needs of limited English speaking students. All students are identified by name and school. Therefore, the administrative and teaching personnel are aware of these students. They are also aware of the special language needs of these students, and every effort is made to teach them English as a second language as rapidly as possible. In schools where large numbers of limited English speaking students exist, schools have been authorized to hire TESOL teachers. Albuquerque Public Schools also have a tutor program whereby extra help is provided to teachers with limited English speaking students. There have also been summer school classes provided for these students. So with only two percent of the student population with limited English speaking skills one can conclude that the Albuquerque Public Schools' commitment to the language needs of these students has been laudable.

Not only has APS committed resources to meet the needs of these students but this commitment has in fact reaped benefits. During the 1980-81 school year I performed a special study of students who had acquired sufficient English oral and receptive skills to be able to function properly in a classroom. In my sample were 88 students with 12 different language backgrounds. I utilized teacher evaluation rather than standardized tests for evaluation of student progress in my study. The following are conclusions reached from this study.

(1) Out of 88 students in my sample only 3 students were performing below their peers in acquiring academic skills, once they had acquired sufficient English language skills to function in the classroom.

(2) It was taking an average of 16 months of English language instruction for the students to acquire sufficient English language skills to function linguistically in an English classroom environment.

(3) The out-of-school environment makes a big difference on the time for English language acquisition. For example, seven students in my sample had an English speaking environment during non-school

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## LETTERS

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hours. It took these students the following time to acquire English language skills: (1) 6 months; (2) 11 months; (3) 5 months; (4) 4 months; (5) 5 months; (6) 6 months; (7) 2 months (Had formal English instruction prior to coming to the USA).

(4) From data reflected in my study I believe that TESOL classes should be structured by levels. Level I—Beginners—know no English—apparent linguistic deficiencies; Level II—Limited English speaker; Level III—Near fluent English.

Manuel A. Romero
Language Assessment Specialist
Albuquerque

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Dear Standard Bearer:

In the August issue of the *Newsletter*, an announcement appeared for a position as administrator coordinator/teacher at the University of Tennessee in Knoxville which offered a salary of $12,000 and required a Master's Degree and experience in both teaching and administration. In addition to carrying a part-time teaching load, the person who got this position was also being asked to carry out other duties such as "registration, orientation, counseling, extracurricular student activities, student records, immigration coordination, budget and payroll preparation, ELI library, program brochure." The issue here is self-evident.

In the face of this and other such illustrative examples of the state of TESL, it can only be concluded that little, if any, progress has been made to strengthen the position of ESL teachers in terms of working conditions. Such job descriptions indicate that an element of exploitation exists which undermines the advancement of the field. It is precisely this type of announcement which should serve as a reminder that there is much ground to be covered toward achieving the improvements that are so direly needed to professionalize the field.

In view of this, we would like to go on record as being opposed to this kind of job description for members of our profession.

Sincerely,

Nina Jo Turitz
Denise Carolan
Dr. Mary Butler
Linda Sahin
University of Maryland

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October 24, 1981

Dear Mr. Haskell:

I was introduced to your Newsletter by Debra Denzer, an American specialist teaching in my department last scholastic year. This was our first brace of foreign specialists, so they were presented with particularly frustrating frustrations. From my discussions with them and what I have heard from other specialists, I have come up with the enclosed article, which I hope you can use. [*Her article has been included with letter*]

There are essentially three problems which foreign specialists face. The living problem: either posh and far from the world, or living on campus and the heating doesn't work. The teaching problem: poor course planning and unsatisfactory textbooks, including the foreign ones which are not geared to Chinese students. Lack of understanding among the specialists of what they will have to deal with: courses to teach, background of students, thinking of Chinese colleagues. I have tried to write of the last problem from this side, because struggling with it only from a view of that side does not make teaching in China as rewarding as it can be. It is heartening for a specialist to discuss frustrations with other specialists and realize that oneself is not the only three-headed monster. But there is a tendency therefrom to feel that the whole Chinese foreign language teaching outfit is goofy.

I feel that the key to the problem is a well-planned long-term teaching program, and the Chinese teachers really would like the foreign specialists' views and assistance in setting up such a program, but they often do not know how to go about accepting such assistance any more than many specialists know how to give it. I hope I may have the opportunity of further exploring these problems with your readers.

I have just finished marking compositions on "A Teacher I Shall Never Forget" by applicants for post-graduate studies in my department of Foreign Languages in Henan Teachers University. This is, as closely as I can recall, the main content of one.

*We were all excited when our American literature teacher came into the classroom. But our excitement soon changed to frustration. Our teacher expected us to discuss meaning and style, while we wanted to learn words, phrase and language.*

*One morning our teacher threw his book down on the desk. "I was told that Chinese students were the best in the world," he said. "But now I think they're the worst!" One of the students stood up. "We were told that American teachers were the best in the world," he said. "But now we think they're the worst!"*

*From then on till the end of the term, our classes became a lively discussion of how to teach literature.*

This composition highlights one of the big problems of foreign teachers in China —understanding the students they work with. As a botany student from Michigan State College of Agriculture, who first taught English in China in 1946 as a bride of twenty-one, and has been teaching solidly in this university in the ancient city of Kaifeng since 1957, I should like to say a bit on the background and aspirations of our students.

It is useful to know the study habits that the students bring to college with them. University places have doubled since the sixties, but high-school graduates have far outstripped them. There are not only more applicants for every place; many of poorer level have taken exams for junior colleges instead. Against such competition, students entering college must have already learned effective study methods. A considerable number come from several years experience as uncertificated teachers.

Literacy in the native language is taught in the first three grades of elementary school. By the fourth grade, children are learning to use phrases, an important part of rhetoric in the Chinese language, in effect supplementing a vocabulary rather poor in synonyms. Phrases, mostly classical and usually of four characters, replace wordy descriptions or explanations.

Secondary school writing aims at terse, elegant language, and elegance is semantic. Chinese grammar in practice is simple; it is taught in secondary school as a dull theoretical course. Senior reading is in the classics, no closer to modern language than *Canterbury Tales*, and sometimes 2500 years old.

This language background is reflected in the study of English. By the second year in college, Chinese students are concerned with elegant expression. They avidly collect phrases, not recognizing which are trite. They often mistake convolutions for elegance in grammar, but have trouble really learning how best to utilize phrases and clauses.

Concerned so much with language in their native tongue, the students are even more concerned in a tongue in which their ability to express themselves is limited by their vocabulary. They do not come to studies like the native speaker, with ready-made language. They often have ideas that they cannot express for lack of language. This is one cause of textbook answers.

On the other hand, they are not studying English as a second language, a language of survival in its own environment, which requires fluency and understanding within a minimal vocabulary, sacrificing accuracy when necessary. Words and phrases, ways and styles of expressing oneself, are their lifeline. Whatever course they study, this will be a major line of attack.

The students' study method is to listen to the teacher in class and read and discuss among themselves afterward. Almost all college students live in campus dormitories and there is a great deal of peer assistance. The Chinese student is used to preparing and reviewing lessons, and reads much in addition.

Students know extremely little about Western culture. An African story might be more comprehensible from the point of view, for instance, of family relations. My mother was confused by the Chinese insistence on distinguishing, in translation, between paternal and maternal grandparents. The "grandparent" is the paternal one in Chinese, in the family the child was born in. The maternal grandparent is roughly translated as an "outside grandparent," the one in the other family, from which the mother has come. This is a common agrarian relationship. I have tried asking Chinese of all ages which grandmother Red Ridinghood went to see, and they invariably said, probably correctly, "maternal, of course." She wasn't living with Red's family.

Students need more geography and social background. For example, even irreligious writers frequently used religious references. What about the Pearly Gates? The non-christian Chinese who has heard anything about it at all believes, due to title translation, that the Catholic church believes in God, while the Protestant "church" believes in Jesus.

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## LETTERS

*Continued from page 11*

Old teaching methods of teachers keeping the initiative and maintaining firm control have changed little in Chinese schools because of large class sizes. The foreign specialist, too, is likely to be teaching two combined classes rather than four smaller ones, and much student activity will be difficult without turning the class into a forum for the few. Foreign specialists often find their small personalized classes with teachers more rewarding in communication and response.

So the foreign specialist can expect high-quality, serious students, who are quite active on their own, but go to class expecting the teacher to deliver. Their main demand is grasp of the language. Whatever the course, the foreign specialist should be prepared to teach it first from the point of view of knowledge, social background, language, presented to dovetail with what the students already know. There should be more communication on this score with the Chinese teachers than there currently is. Once the students' thirst has been slaked, the teacher can introduce highly needed activities developing their initiative. They may need a lot of priming to start with, but less can be given, and more time devoted, as classes go on.

It may be advisable to make a discipline: questions to be asked when requested during class, or during specified out-of-class hours. This will not only discourage smart pests and pressure students to ask questions in class rather than during the break; it will encourage students who are shy, or who considerately fear intruding on the teacher.

Chinese teaching methods do pay too little attention to activating students beyond the first year. One cause is teachers' own shortfall in background, fluency, rapid repartee. Most teachers of junior and senior English classes today have been teaching twenty disturbed years or less, have never been in a native-speaking country, have done too little reading. They fear exposure by students who have plenty of time to read and listen to English radio programs, and who have reached the sassy stage. An important task of foreign specialists is to build up teachers' background and fluency and to monitor their reading.

Most important is good communication with the Chinese teachers. The foreign specialist should insist on clear explanations of what they expect (sometimes they are not so sure themselves, and it may require diplomatic excavation from the specialist). The specialist usually has more than one course, and if demands conflict, should insist that duties in each be clearly defined. Innovations within a cooperative framework may prove more fruitful than trying to go it alone on what one considers a better way.

Yours sincerely,

(Prof.) Shirley Wood
Director of Graduate Studies
Foreign Language Department
Henan Teachers University
Kaifeng, Henan, P.R. China

Dear Sir:

The faculties of both Letters and Law-Economics are interested in organizing a film series using English and Spanish 16mm pictures. One of our major problems is locating distributors for rental purposes *or* cultural services that would make these films available at very nominal cost or simply for postage and insurance. In spite of frequent requests made to the local American Consulate during the past 2-3 years, we have been unable to find suitable items: either Martinique is not in a "priority area" or the films on their lists are much too didactic for entertainment purposes.

Content-wise, the best films are probably serious "classics" dealing with literature, history, and historical biography, but we are willing to consider other categories. Among them would be sports, classical and modern music, dance, graphic and plastic arts, and documentaries dealing with scientific exploits, etc. Of course, both short and long-run animated pictures would be good. I'm thinking of things like "Animal Farm," etc.

Because of the background of the majority of the local population, films dealing with blacks and black culture are especially appealing.

Our public consists essentially of university students and faculty members, but our film events are open to the general public. At present, the University has *no* budget for films, the law prohibits admission charges at university-sponsored events, and this year's films have been made available free-of-charge through a Cuban outlet. As can be expected, such films tend to be "oriented", and we hope to present the widest possible variety of themes.

My position consists of the general organization of the film series—something I have been trying to launch since 1978—and I can't seem to locate film sources.

I am a member of TESOL, and I would appreciate your assistance.

Your truly,

Ronald E. Wright
Appt. 105
Tour-Gemaine Godissard
Fort-de France, Martinique 97200


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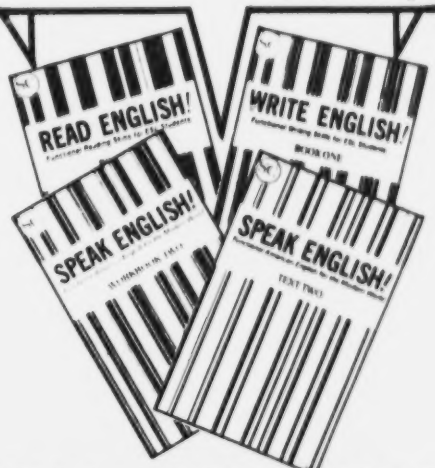
Susan Jenkins
Coord. of Merrimack Cty., NH
Adult Tutorial Program

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# ANNOUNCEMENTS

## NCBE BEGINS BILINGUAL EDUCATION RESEARCH ON-LINE

The National Clearinghouse for Bilingual Education (NCBE) is pleased to announce the beginning of a new project that will provide users with instant access to current studies through the development of a computerized database on bilingual education research.

Information on research studies that have implications for bilingual education are needed by practitioners, administrators, legislators, and researchers, yet the time lag between completion of a study and its publication in print form is considerable. *Bilingual Education Research On-Line* will provide public access to computerized descriptions of current research in progress or recently completed, interim and final findings when released, and availability of research study reports.

Specifically, the project will: Identify current research relevant to bilingual education in the United States and in other countries; Determine essential content to be included in descriptions of research; Set up data entry format for compatibility of form with other databases; Design a questionnaire to elicit information following guidelines set for content and form; Establish a tracking system, mail out a data entry form, and follow up with letters or telephone calls; Process information into NCBE's computer; Disseminate information about availability of bilingual education research to potential users; Send data entry forms to new research projects, and add information to database; Transfer information on studies that become available in print form from research database to NCBE's bibliographic database; Request quarterly updates on ongoing research projects; Compile statistics on cost, timeline, contributors, and users.

Sources of data for this project are the Part C Research Agenda of the Office of Bilingual Education and Minority Languages Affairs, National Institute of Education research, and research of other projects of the Department of Education, the Department of Health and Human Services, the National Science Foundation, the National Endowment for the Humanities, and the Smithsonian Science Information Exchange. Other sources of data will include: Title VII fellowship programs; university programs in bilingual education, second language acquisition, teaching English as a second language, and foreign language education; and individual researchers in the United States, Canada, West Germany, and Sweden.

Citations in the *Bilingual Education Research On-Line* database include the following information for each study described: title of research project; principal investigator(s) and contact person(s); funding agency and amount; starting and completion dates; and reports planned or issued and their availability. A detailed abstract of the research study includes information about objectives, methodology, means of assessment or instruments used, subjects (ethnic groups, language backgrounds, ages or grade levels), languages under study, location of project, anticipated outcomes (publications, materials, instruments), and applications or implications (for researchers, classroom teachers, administrators, etc.).

The success of *Bilingual Education Research On-Line* depends in large part on the cooperation of researchers and their willingness to share information about their current studies with the bilingual education community. An initial mailing of forty-five data entry forms was sent to principal investigators of studies listed in NCBE's 1980 *Guide to Current Research in Bilingual Education*. Responses are being processed for inclusion in the research on-line database, and additional data entry forms are being mailed out as new studies are identified.

Researchers in bilingual education, second language acquisition, and second language teaching are urged to participate in this new NCBE project. For more information about *Bilingual Education Research On-Line* or to request a data entry form, please contact: Anra Uhl Chamot, National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209, (703) 522-0710 or (800) 336-4560 (toll free).

(Reprinted from the *NCBE Forum*, Vol. IV, No. 7, Sept. 1981)

## CALL FOR PAPERS TESL STUDIES

Papers are invited for consideration for publication in *TESL Studies*. The papers may deal with any topic in the general interest area of *TESL Studies* readers: applied linguistics, psycholinguistics, language learning and teaching, language planning involving English as a second/foreign language, language and education, among others. Articles devoted to practical classroom topics are acceptable as long as they are innovative in approach. Reviews evaluating recent publications in these areas are welcome also.

Please submit *two* copies of papers or reviews to the Editors: Yamuna Kachru or J Ronayne Cowan, 3070 Foreign Languages Building, 707 S. Mathews, University of Illinois, Urbana, Illinois 61801.

## ANNOTATED BIBLIOGRAPHY OF ESL/EFL TESTS PROJECT

Karl Krahnke, of the Institute for Intercultural Learning in Seattle, is coordinating regional efforts to review and evaluate ESL/EFL standardized tests. A bibliography of the evaluated tests will then be compiled and published in 1982.

Although there are already several regional teams carrying out evaluations of various tests, more are needed to take part in this effort. If you are concerned with testing, either as a test user or as a testing specialist, and are interested in participating in this project, please contact Maria Parish or Karl Krahnke, Institute for Intercultural Learning, 144 NE 54th, Seattle, WA 98105.

## LACUS FORUM

The Ninth Annual LACUS Forum of the Linguistic Association of Canada and the United States will be held August 2-6, 1982, at Northwestern University, Evanston, Illinois. Members of LACUS are entitled to submit an abstract (before March 15, 1982) for consideration for inclusion on the conference program. Papers presented at the Forum will appear in the society yearbook, *The Ninth LACUS Forum*. Membership dues may accompany abstracts submitted. The LACUS professional membership fee of $16 per year ($18 Canadian) and student membership fee of $11 ($13 Canadian) includes a free copy of the current year's *Forum*. For further information regarding the Ninth LACUS Forum, including abstract submission rules, or to join LACUS, please write to Prof. Valerie Becker Makkai, Secretary-Treasurer, LACUS, P.O.B. 101, Lake Bluff, Illinois, U.S.A. 60044.

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## ASSESSMENT OF LANGUAGE PROFICIENCY OF BILINGUAL PERSONS

**Charlene Rivera, Project Director**
**September 21, 1981**

*Summary of Recommendations*

The Language Proficiency Assessment (LPA) Symposium, held March 14-18, at Arlie House in Warrenton, Virginia, was planned and implemented as part of the Assessment of Language Proficiency of Bilingual Persons (ALPBP) project. The goals of the ALPBP project, funded by the National Institute of Education (NIE) and administered by InterAmerica Research Associates, Inc., are to develop teacher training programs and to support research which advances overall knowledge of communicative competence and language proficiency assessment issues as they relate to minority language students.

The LPA Symposium provided a forum where researchers, practitioners, and policymakers could meet to discuss the major issues and research findings which affect language proficiency assessment practices and to make practical recommendations directed at influencing federal and state policies regarding language proficiency assessment research and practices. A third major objective of the symposium was to encourage the participants to develop a network of communication for the purposes of exchanging information and incorporating this knowledge into their areas of responsibility.

At the end of the symposium, the three representative groups—researchers, practitioners and policymakers—summarized their understandings of the various issues which affect language proficiency assessment practices and made practical suggestions and recommendations. The primary concerns of the researchers were the following: the need for basic research into the nature of language that can provide the foundation for clarifying the concept of communicative competence and its relationship to language proficiency; the need for applied research which expands on current under-

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standing of the state of the art of language proficiency assessment; the need to undertake validation studies of currently available language proficiency assessment instruments; the development of multiple language assessment strategies which include both quantitative and qualitative components; the need for adaptable government guidelines which affect language proficiency assessment practices; the need for yearly meetings between researchers and practitioners to exchange information and ideas.

The major issues identified by the practitioners were: the need for a working definition of communicative competence which clarifies its relationship to language proficiency; the establishment of practical as well as adaptable federal guidelines affecting language proficiency assessment practices; the importance of maintaining a network of communication between practitioners and researchers; the importance of obtaining up-to-date information on language proficiency assessment practices through more extensive use of resources such as the National Clearinghouse for Bilingual Education (NCBE); the use of the LPA Symposium as a model for future meetings among practitioners, researchers and policymakers involved in language proficiency assessment practices which affect language minority students; the support of federal agencies in encouraging collaboration between researchers and practitioners in applied research efforts.

The issues of most importance, as seen by the policymakers, were: the need to establish federal guidelines which can be adapted to accommodate relevant research findings that have bearing on the practical application of language proficiency assessment practices; the need for federal agencies to continue to support applied research on issues related to language proficiency assessment through grants and other forms of funding; the need for federal agencies to support research which is carried out as a joint venture on the part of researchers and practitioners.

In order to be able to work effectively toward the resolution of major issues addressed at the Symposium, the participants recommended the coordination of efforts between researchers and practitioners through the establishment of a network of communication and information exchanges. Yearly meetings, the publication and dissemination of new findings (journals, newsletters, etc.), and teacher-training programs were some of the methods recommended for maintaining a network of cooperation.

### NATIONAL CENTER FOR BILINGUAL RESEARCH PUBLISHES GUIDELINES FOR AUTHORS OF POLICY PAPERS

The National Center for Bilingual Research has issued a publication to assist education researchers in communicating the implications of their findings to policymakers. The booklet, *Preparing a policy-relevant report: Guidelines for authors,* was written by Dr. Ruby Takanishi as the first in a series of *Policy Papers on Bilingual Education* published by the NCBR.

"We have long been aware of the gap that exists between academic researchers and legislators," stated Dr. Víctor Rodríguez, Acting Director of the Center, "and it has become increasingly critical that efforts be made to bridge that gap."

The NCBR's publication, according to Dr. Rodríguez, provides researchers with a brief overview of the federal policymaking process, the sources of information that influence that process, and gives specific recommendations on how to communicate research to legislators and their staff.

"Researchers usually write reports to advance theoretical deevlopments within their discipline," continued Dr. Rodríguez, "while policy papers are specifically written for decision-makers who must take action on legislation affecting various programs and policies. Therefore, it is important for the researcher to know the legislative issues involved, different sides of the issues, and then be able to propose informed alternatives to legislators and their staff. Above all, authors must be clear and concise and keep their report as non-technical as possible."

The National Center for Bilingual Research, established under a Cooperative Agreement with the National Institute of Education, is distributing the *Guidelines* free of charge. Copies can be obtained by contacting Dr. Kenyon Chan, NCBR, 4665 Lampson Avenue, Los Alamitos, CA 90720.

*Continued on next page*


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## ANNOUNCEMENTS

*Continued from page 14*

### 1982 SUMMER INSTITUTE FOR HAITIAN CREOLE BILINGUAL TEACHERS

**Indiana University,**
**June 18-August 13, 1982**

For the third consecutive year Indiana University is organizing a Summer Institute for Haitian Creole Bilingual Teachers, under the auspices of the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA). The Institute is intended for present and prospective teachers in bilingual programs addressed to Haitian children and teachers of English to speakers of Creole. Courses which make up the Institute include: beginning and intermediate level instruction in Haitian Creole; bilingualism and bilingual education as it refers to the needs of Haitian children in the U.S.; structure and sociolinguistic aspects of Haitian Creole; and a micro-teaching experience to be held in Miami or Port-au-Prince, Haiti. Participants in the Institute receive fee remission scholarships for 9 graduate credits and a stipend covering living expenses, books and materials, and part of travel costs. For information and applications contact: Creole Institute, Indiana University, Ballantine 602, Bloomington, IN 47405; tel.: (812) 337-0097. Completed applications will be due March 15, 1982.

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### SEVENTH ANNUAL CONFERENCE OF THE FEDERATION OF ENGLISH EDUCATION SOCIETIES

**Kenji Kitao**
**Doshisha University**

The Federation of the English Education Societies in Japan (Zenkoku Eigo Kyoiku Gakkai) held its seventh annual conference at Waseda University in Tokyo on August 6 and 7 with the participation of more than 300 English teachers from all over Japan.

The Federation of the English Education Societies in Japan has seven regional member organizations with a total of about 2,300 members all over Japan. It was formed six years ago and holds national conferences annually.

More than sixty papers were given in seven concurrent sessions. Several papers were presented by native speakers of English and many people had active discussions in the English language according to Mr. Linju Ogasawara, the conference chairperson.

The presentations covered the areas including motivation for English study, methods of teaching English, audio-visual aids, teaching English to pre-middle school children, the four skills, vocabulary, teaching techniques, and testing. Many of them were research papers, particularly experimental ones with statistical analyses or findings related to special methods or techniques in the classrooms. Professor Hiroyoshi Hatori, the vice-chairperson of this conference, mentioned that the quality of presentations had improved greatly since the first conference. However, most of the studies were done by individual teachers by hand and samples were not large enough to convince the entire audience.

I made a report on the fifteenth TESOL Conference held in Detroit last March. I was surprised to find that even leaders of this profession do not know much about TESOL, the largest professional organization for English teachers in the world, though they know *TESOL Quarterly* well. Most foreign trends are still introduced only through printed materials in Japan.

On August 7, six sessions were held under the themes of teaching pronunciation and listening comprehension, teaching reading, teaching vocabulary, evaluations, teaching English to pre-middle school students and its problems, and teaching slow learners. The session on teaching English to pre-middle school students drew the largest audience and had the most active discussion. This field has been a fad for a few years in our profession and two academic organizations in this field were formed last year. Although English education has been started at the junior high level since 1949, it is hoped by some that this policy will be changed and English education will be started in elementary school.

In the afternoon, only a symposium entitled, "Future of English Education in Japan—the Direction of Renovation," was held. The three speakers were active officers of the members organizations, Professors Naomi Kakita, Shoichi Ando and Akira Sasaki.

Prof. Kakita mentioned that one way to improve English education in Japan would be to put into practice appeals made by Round Table Meeting for Improving English Education in Japan (Kaizenkon) since 1974. Its last appeal was for the inclusion of an aural-oral English examination in college entrance examinations, opposition to the three-hour-a-week English curriculum in junior high schools, and selection of junior high school textbooks by individual teachers or schools rather than districts or cities.

Prof. Ando made six proposals for improving English teaching in Japan: 1) establishing cooperation between English education in schools and English teaching outside schools, for example in companies, radio, TV, etc., 2) reconsidering what we can do and we cannot do in schools, 3) making English education more scientific and also adding more humanistic aspects, 4) including a listening test in unified national university entrance examinations, 5) including rapid reading and 2-minute speeches in English classes, and 6) establishing acceptable standards of Japanese English for teachers, to restore their confidence in their English. He emphasized the last one.

Prof. Sasaki said that we still do not know exactly what we have done, or even what we should do. Theory of English education has not been completed and English education is determined by the Course Study or other environmental factors. The first step in renovating English education is to stop this trend. Secondly, English is not only a means of communication, but in schools, it is one of the subjects. English education is a part of language education and has much to do with language arts. Thirdly, English should be a required subject in junior high schools. Fourthly, language education is not only teaching four skills of a language but also teaching the background culture. We should not forget the people who use that language.

*Continued on next page*

*SPECIAL PRE-SESSION FOR TESOL '82*

**Criterion-Referenced Measurement: Implications For TESOL**

**APRIL 29-30, 1982**
**9 a.m. - 4 p.m., Hyatt Regency Hotel, Waikiki**
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UCLA Professor; author of several texts on criterion-referenced measurement

**Staff:** Elaine Lindheim, Elanna Yalow, and Carol Bloomquist, IOX

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All of these topics will be addressed within a TESL/TEFL context. Each participant will receive a complete set of illustrative materials, for example, test specifications, affective measures, test-based instructional strategies, etc.

**Registration Fee:** $110 per person

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Participants arrange own travel and lodging. Confirmation will be sent by return mail.

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## ANNOUNCEMENTS

*Continued from page 15*

### SIXTH STATE CONFERENCE

Sixth State Conference on Portuguese Bilingual Education, March 19 & 20, 1982, Marriott's Great American Hotel, San Jose, California. For information contact: Natalia Almeida, Conference Chairperson, San Jose Unified School District (408)998-6129.

### SUMMER INSTITUTE IN FRANCE for TEACHERS OF FRENCH

**June 19-August 8, 1982**
**in Angers and Bretagne**
**or**
**June 19-July 24, 1982**
**in Angers**

For the fifteenth consecutive year, the Department of Modern Languages of the University of Northern Iowa is planning its programs in France for teachers of French.

Our regular program from June 19 to August 8, 1982, will be held in Angers and in Quimper for 8 semester hours of graduate credit.

Our 5-week session, from June 19 to July 24, 1982 (for teachers who are unable to attend our regular session), will be held in Angers for 6 hours of graduate credit.

The Institute program is designed for those teachers: 1) who need intensive training in *understanding and speaking French*; and 2) who do not wish to see France as tourists, but who would like to live among the French people and *make personal contacts with French families in a French community*, who want to meet teachers, students, senior citizens, policemen, housewives, social workers, political and union leaders, etc.

Following the five weeks in Angers, where each participant will study and live with a French family, the group will have a chance to study in depth a specific province of France—this year: La Bretagne (July 24-August 8, 1982).

Enrollment is limited. Six to eight semester credit hours are offered.

For further information contact: Mr. André Walther, Director, 1982 French Summer Institute, University of Northern Iowa, Cedar Falls, IA 50614.

### SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE TEACHING

A two-day conference, June 11 & 12, University of South Florida, Tampa, Florida. The purpose is to increase awareness of current theories, methods, research and issues in second language acquisition and learning. Appropriate topics from linguistics (theoretical and applied), ESL, psychology, and education are welcome. Send abstracts (500 words or less) by May 1, 1982 to: Linguistics Club, Linguistics Department—LET 293, University of South Florida, Tampa, Florida 33620. Any requests for information should also be sent to the above address.

### E.E.S.I. (ENGLISH EDUCATIONAL SERVICES INTERNATIONAL

A new call for information and assistance is being made by English Educational Service International of Boston. Only a year ago EESI began a worldwide survey of institutions which teach English as a second or foreign language overseas. The object was to begin a major clearinghouse for professionals in the fields of TESL/TEFL which would accumulate information of a most practical nature concerning conditions of employment, materials, programs and needs.

This was done after some research directed at U.S.-based organizations revealed that no other educational group had ever conducted a similar project in-depth; in fact, it was found that any undertaking at all of this nature had been aimed at purely academic goals. In an occupation as mobile as teaching English to foreign students, this was a surprising first conclusion. Where was an instructor to turn, for example, who wished to know not only the feasibility and practical steps to take for teaching in countries such as Peru or Japan, but who also wanted to know, before making a major commitment, what it was like to live, adjust and work in those countries? The English have the British Council, a government sponsored organization, to assist them. In the United States, the International Communications Agency comes closest to performing that function, yet is unequipped to supply such information to overseas job candidates outside of its areas of special interest (mainly in South America).

EESI set out to provide the answers and solutions to problems such as these with its first international survey. The questionnaire itself was concerned with factual dat corresponding to student/teacher ratios, most useful publications, working conditions such as hours, salary range and benefits, visa requirements and related issues. They did not, however, neglect the important "anecdotal" aspects of teaching abroad and thus welcomed the personal reports of qualified instructors and program directors with current or recent overseas experience. All of the above have been regularly passed on to readers of the *EESI quarterly Newsletter* along with information leading to actual job placements for many of their subscribers.

The initial survey has become a continual project constantly requiring feedback from institutions and individuals with some knowledge of overseas ESL conditions. More recently, however, EESI began a simultaneous inquiry into domestic U.S. institutions involved with bilingual education. The motivation for this was the large numbers of funded projects that were being shut down in this area and which threatened widescale unemployment in that field. Thanks to the primary results of this second survey, the most recent *EESI Newsletter* was able to publish more than 100 openings for teachers of ESL and bilingual education. Also included was a report on thirty-nine teacher placement agencies across the country which could greatly increase the employment options of instructors.

As both of these areas of research are almost unlimited in nature, instructors and programs heads are strongly encouraged to contact EESI either with materials for publication (which can be printed anonymously if necessary) or to receive the kind of information which has been described above. The person to contact is Dr. Ed Allan, Executive Secretary, and the new address is 139 Massachusetts Avenue, Boston, MA 02115. (telephone 617-267-8603).

### REPORT FROM THE BILINGUAL/TESOL CONFERENCE AT WILLIAM PATERSON COLLEGE

"I hereby declare you (the audience) to be protectors of pluralism, defenders of diversity; to go forth and declare your patrimony. Diversity is the patrimony of this country; diversity is what language teaching is all about." With these words Professor Joshua A. Fishman ended an inspiring keynote address to approximately 250 participants at the William Paterson College language conference—"New Routes to Bilingualism: Teaching Students of Limited English Proficiency," held in Wayne, New Jersey October 16-17, 1981.

The conference was planned and coordinated by Dr. Gladys Nussenbaum, Director of the Bilingual/ESL Program and by Dr. Laura Aitken of the Department of Education and Community Services.

Friday's eight teacher-directed workshops included: language development and cognition; the transfer of reading skills from Spanish to English; the effective use of tests for the LEP student and teaching strategies in the multicultural classroom.

Professor Wilga Rivers was the featured speaker on the second day of the conference. In her comments on current trends in second language teaching and learning, Dr. Rivers advised the audience of bilingual and English-as-a-Second Language teachers to be more sensitive to the learning environment and to the quality of relationships within it rather than to believe that the organization of explicit teaching plays the major role in student learning. Planning of language activities that have some relevance to the learner's interests and the encouragement of communicative competence through meaningful interactions are essential ingredients in effective language teaching, according to Professor Rivers.

After a stimulating question-and-answer period, conference participants chose from among eight workshops. These included presentations devoted to: language acquisition research; cultural influences on learning style; the developmental approach to reading; Indochinese cultural adaptation; linguistic resources of Hispanic students and a practical workshop for ESL teachers. The workshops were led by accomplished specialists who shared their expertise and evoked lively discussions.

In addition to the sponsorship of the William Paterson College School of Humanities, School of Education and Office of Continuing Education, the language conference enjoyed the support of the Georgetown University Bilingual Service Center and the Division of Bilingual Education Programs of the New Jersey Department of Higher Education. Enrollment was on a non-credit or one graduate credit basis. Evaluations by the conferees indicated a strong interest in attending such conferences in the future. □

# JOB OPENINGS

**Harvard University.** Teaching Fellow in English as a Foreign Language, Harvard Summer School. 8-week intensive English program (June 17-August 13). $3600. We seek applicants with post-masters degree teaching experience in the four skills and in ESP (business, law, diplomacy, technical writing, economics, education, media, the arts). Positions are full time. Responsibilities include the equivalent of teaching 3 hours/day, 5 days/week, and some supervision of trainees. Send current resume and cover letter by March 19 to the Director, Programs in English as a Foreign Language, Boylston Hall, Harvard University, Cambridge, Mass. 02138.

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**Ontario Institute for Studies in Education.** The Modern Language Centre has a position available for a post-doctoral fellow to initiate and conduct independent research in the context of a five-year study of the development of bilingual proficiency funded by The Social Sciences and Humanities Research Council of Canada.

The study incorporates the perspectives of educational linguistics, linguistics, psycholinguistics, and sociolinguistics to examine the development and use of language proficiency by children in bilingual or multilingual educational settings. The intention is to construct a model of language proficiency and consider the relationships among the constructs in the model for bilingual children. [In particular, the role of social, individual, and instructional variables are being investigated for their effect on the development of those constructs of language proficiency.]

The position will be available for six or twelve months in 1982. A Ph.D. in the disciplines listed above or in a related field is required.

Apply to Dr. M. Swain, Modern Language Centre, Ontario Institute for Studies in Education, Toronto, Ontario M5S 1V6.

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**Ohio University.** Teaching Assistantships are available for 1982-83 leading to an M.A. in Linguistics with specialization in ESL/EFL. Teaching duties are one hour of instruction per day with compensation being remission of tuition plus a stipend of $400 plus per month. Preference is given to applicants with some ESL/EFL teaching experience. For information or applications contact Dr. James Coady, Department of Linguistics, Ohio University, Athens, Ohio 45701 (614)594-5892.

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**Ohio University, Athens, Ohio.** Department of Linguistics, Rank: Assistant Professor. Qualifications: Ph.D. in Linguistics with competence in Applied Linguistics, particularly ESL/EFL. Term: Tenure Track, beginning September, 1982. Salary: Competitive, based on qualifications. Deadline for Application: April 1, 1982. Please apply to Dr. James Coady, Department of Linguistics, Gordy Hall 204, Ohio University, Athens, Ohio 45701 (Telephone: (614) 594-5892).

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**UCLA.** The UCLA ESL Section has three job openings for 1982-83. One opening is tenure-track for a Bilingual/Bicultural specialist. The other two openings are temporary positions for which applicants should have a specialization in one of the three following areas: (1) Language policy/planning; (2) Language methodology/Classroom Research; (3) Reading and composition. Ph.D. required for all openings. Application deadline is March 1, 1982. Please send letters of application and Curriculum vita to: Professor John Povey, English Department, ESL Section, UCLA, Los Angeles, CA 90024.

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**Japan.** Sumitomo Metal Industries, Ltd. has a few positions available for full-time English instructors in the Osaka and Tokyo Head Offices and in Wakayama, Kashima or Kokura Steel Works. Applicants should have an M.A. or a certificate in TEFL. Some teaching experience at home and/or abroad preferred. M.B.A.'s or engineers with certificates in TEFL are encouraged to apply. Minimum salary: ¥3,640,000 per year. Send resumé, recent photo and a cassette tape describing yourself, career goals, teaching philosophy, experience, interests and reasons for choosing Japan to: Mr. K. Kawai, Sumitomo Metal America, Inc., 420 Lexington Avenue, New York, N.Y. 10017 (Phone: (212) 949-4760). A representative from the Osaka Head Office may be at TESOL '82 in Honolulu to conduct interviews.

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**American International Education & Training** invites ESL/ESP teachers, curriculum writers, testing specialists, teacher trainers and administrators to send current CV materials for consideration in ongoing language projects. Send to: Director of Operations, Language Services Division, American International Education & Training, Suite 300, 5725 Paradise Drive, Corte Madera, CA 94925.

**Louisville, Kentucky.** ESL instructor for March 1, 1982, through October 30, 1982; at least one year of adult ESL teaching experience (excluding practice teaching), preferably in an intensive English program; must be able to teach and test all skill areas of ESL; foreign language and residence in a non-English speaking country highly desirable; M.A. or equivalent, preferably in ESL, required. Primary teaching responsibilities will be with a Saudi-Arabian contract group within the IESL Program; annual salary base: $12,000-$13,500. Fulltime load is 20 hours per week. Send application letter, transcripts, and vitae, to Dr. Karen A. Mullen, IESL Program, Department of English, University of Louisville, Louisville, KY 40292. Specify that application is for Saudi Arabian contract group. Application deadline: February 1, 1982.

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**San Francisco State University.** *Position 1:* TEFL/TESL/Applied Linguistics, Assistant Professor (tenure track). Opening for Fall, 1982. Areas of responsibility: Teaching graduate professional courses (methods, materials, testing, student teacher supervision) in MA TEFL/TESL program. Teaching introductory courses in linguistics and university courses in English for foreign students. Coordinating university EFL/ESL reading, writing, and oral communication courses. Conducting research in EFL/ESL reading and writing. Ph.D. required. Minimum of two years experience in all the areas listed under "Responsibilities." SFSU is an Equal Opportunity/Affirmative Action Employer. Application deadline is March 15, 1982. Send letter and *curriculum vitae* to Thurston Womack, Chair, English Department. SFSU, San Francisco, CA 94132.

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**San Francisco State University.** *Position 2:* TEFL/TESL/Applied Linguistics, Assistant Professor (tenure track). Opening for Fall, 1982. Areas of responsibility: Teaching graduate professional courses (methods, materials, testing, student teacher supervision) in MA TEFL/TESL program. Teaching introductory courses in linguistics and university courses in English for foreign students. Serving as a part-time director of an intensive English program. Ph.D. is required. Minimum of two years of experience in all the areas listed under "Responsibilities." SFSU is an Equal Opportunity/Affirmative Action Employer. Application deadline: March 15, 1982. Send letter and *curriculum vitae* to Thurston Womack, Chair, English Department, SFSU, San Francisco, CA 94132.

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**Princeton, NJ.** Assistant Examiner with Educational Testing Service in Princeton, New Jersey calls for a masters degree or equivalent, Spanish as minor or major, substantial background in English as a second language, Linguistics, teaching English abroad, or related areas. The test development and associated work will relate to the construction and use of tests, will involve creating or assembling test items, review and revision, test research, building of pools of items and possibly direct contact with item writers, as well as internal interfaces. Please send resume to: Ms. Sandy DeAngelo, Educational Testing Service, Rosedale Road, Princeton, NJ 08541.

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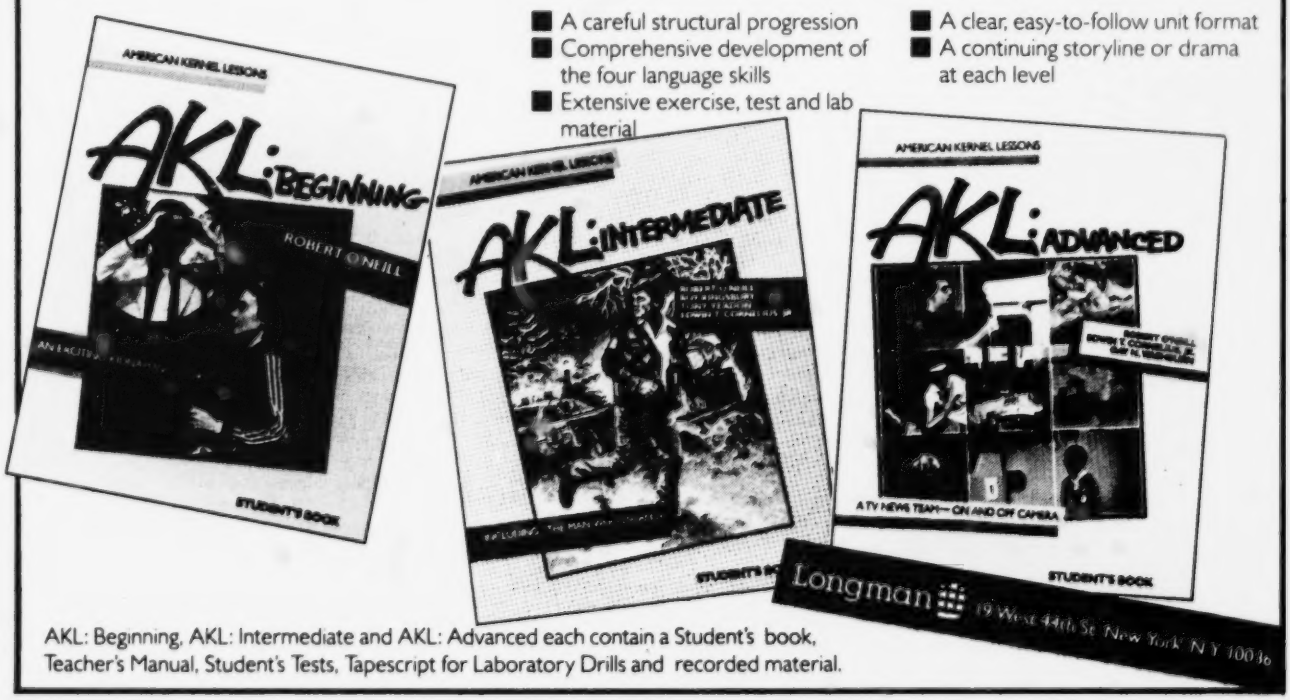


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# BOOK REVIEWS

## GUIDE TO ACADEMIC LIBRARIES IN THE UNITED STATES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE (Two Reviews)

(Patricia Byrd, Carol A. Drum, and Barbara Jean Wittkopf. Englewood Cliffs, New Jersey: Prentice-Hall, 1981 iii-vii + Pp. 184.)

### REVIEW I

**Reviewed by Barbara Brock**
*University of Toledo*

This is a textbook designed to teach basic library research skills to intermediate and advanced ESL students. It can be used either as a self-guided text or as a classroom text with a teacher. The students do not need to be in an academic library to follow the lessons or to complete most of the accompanying exercises.

The text aims to aid students in mastering information-gathering skills in an academic library. The six chapters provide a guided search through three research topics and describe the roles and services of the academic library in the U.S., the arrangement of materials in the U.S. library, types of research materials available, advanced research in scientific and technical fields, and further applications of these acquired skills. Two appendices supply the most commonly used abstracting and indexing sources and an answer key to the exercises.

The text is well illustrated with many examples from various indexes, abstracts, sample card catalog entries, and other important reference tools. This text, however, is more than just a collection of sources. It helps the student to develop research strategies through three guided searches. These searches cover many different reference areas and demonstrate how to use these sources and how to develop a search strategy that the students can later use in their own research.

After completing these three searches, the text introduces the student to advanced research in scientific and technical fields. It discusses guides to literature (chemistry is used as the example), encyclopedias and treatises, handbooks and dictionaries, abstracts, and subject indexes, and explains how to interpret the information in these tools.

Although this text is excellent for providing much of the necessary information about the roles and services of the academic library and helping the student to develop information search strategies, it does not address the specific needs of non-native speakers as its title implies. It could just as well be a text for native speakers. There is no consideration of vocabulary; there is not even a glossary of library and research-related terminology.

Further, international students have problems with interpreting the syntax of "control" or index, subject, heading language and phraseology. For example, a native speaker would have little or no problem with the subject heading *food, organic.* But this inverted word order violates what the international students have been taught in their English class—namely that the adjective *organic* precedes the noun *food.* Now, in an index such as the *Reader's Guide to Periodical Literature,* they are asked to reverse this way of thinking. This example is relatively simple, but the hierarchical ordering of subject headings can become quite complicated. In the *Reader's Guide,* the natural language phrase, *"the employment of women in the steel industry"* appears as *WOMEN—Employment—Steel Industry.* What happened to the word order, articles, and prepositions? Exercises should be developed to help non-native speakers translate from "natural" everyday language into "controlled" index-type language.

The title, *Guide to Academic Libraries in the United States for Students of English as a Second Language,* is perplexing and misleading. It implies that this book is a directory or guide to finding the locations and perhaps services of all the academic libraries in the U.S. Indeed, an academic librarian thought that the book was such a guide, and not a textbook to learn how to do research in an academic library.

Despite these reservations, *Guide to Academic Libraries . . .* is useful as a supplementary text, if only for its well-illustrated, informative examples of many reference sources. It is possible for the student to study and use this text outside the library also. Most of the answers can be completed in the classroom without access to a library. This text might be extremely valuable overseas where there is no American academic-type library at hand and the instructor wishes to prepare students for study in the U.S.

### REVIEW II

**Reviewed by Betsy Soden**
*University of Michigan*

In the summer of 1978 Prentice-Hall, Inc., asked for my comments on an outline for a proposed library orientation text for ESL students. Having taken many groups of college-bound international students on tours of University of Michigan libraries and having watched them grapple with the problems of locating needed information from amongst the wealth of materials available to them, I was delighted to learn that they might soon have an instructional guide to U.S. academic libraries which would make their search more efficient. As I studied the preliminary proposal for this text, I could see that it would provide students with considerably more information than any of the typical study guides on the market in that these texts, at best, devote only one brief section to locating research reference materials.

In the early spring of 1979, I was again contacted by Prentice-Hall for my comments on a revision of the original proposal. At that time I was interested to see that there were now three co-authors: Pat Byrd, an ESL specialist, Carol A. Drum, a Chemistry librarian, and Barbara J. Wittkopf, a Reference librarian. I felt sure that their combined expertise would add to the overall practicality and credibility of the proposed text.

In the middle of the summer of the same year, I had the opportunity to review the final manuscript of *Guide to Academic Libraries in the U.S. for Students of English as a Second Language.* It was a pleasure indeed to follow the development of this excellent text and to see at each stage the addition of particular kinds of information, graphic illustrations, and exercises which expanded its overall usefulness and useability.

A perusal of the Table of Contents reveals both the kinds of information the reader would expect (i.e., information about the content of the text) and a preview of its organizational style: a progression from very general to increasingly more specific information and finally, applications. Chapter One discusses the roles, organization and special services of U.S. academic libraries while Chapter Two describes the arrangement of the materials. Chapter Three then poses sample research questions representative of the social and physical sciences, the humanities, and medicine and illustrates the steps to be followed in a preliminary search of appropriate reference materials. Next, Chapter Four gives instruction in how to do the research necessary to answer three of the questions asked in the previous chapter. Chapter Five presents in-depth information about the literature of Organic Chemistry to show the range of materials available to a specific subject area. Finally, Chapter Six offers instruction in taking notes from written material and suggests step-by-step procedures for carrying out a class research project utilizing the knowledge gained by working through the previous sections of the text.

Every chapter has several subsections, each of which is listed—together with its initial page number—directly under the chapter title in the Table of Contents. This listing and the subject index located in the back of the book facilitate a quick search for specific types of information. There is also an appendix which presents in alphabetical order the most commonly used abstracting and indexing sources.

The language used in the text is clear and easy to follow. As the authors point out in their Preface, intermediate level students should be able to work through the text with a teacher's help while students at an advanced level of proficiency should have no difficulty using it for reference or self study. I especially like the authors' conversational tone and the many friendly tips they offer the reader.

> "The Reference Department at the main library is a good place to start your investigation of your university's library system. . . . Never be afraid to ask a librarian for help. Obviously a question is important if you are interested in the answer." (Pp. 1-2)

There is frequent mention of the importance of asking librarians for help, and examples are given of the types of questions that students might ask at various

*Continued on next page*

## BOOK REVIEWS

*Continued from page 19*

points in their research. In addition, words and phrases commonly used to refer to library sections, services, and materials, as well as those used in reference to research procedures, are defined, explained, and graphically illustrated throughout the text. For instance, Chapter Two includes explanations and examples of the arrangement of call numbers in both the Dewey and Library of Congress classification systems together with the following important piece of advice: "Always copy all lines of the call number in the manner given on the catalog card." In the same chapter there are also sketches of the usual arrangements of library stacks, the outward appearance of card catalogs and their drawers, many sample cards, etc. Additionally, there is much valuable information about the filing system. The explanation of the procedure for filing foreign family names should be especially helpful to foreign students.

One of the truly outstanding features found in this text is the large number of graphic illustrations. In fact, there are very few of the total of 184 pages in the book that do not have at least one such illustration. These graphics serve several purposes. They give the student the opportunity to "see" typical sections and arrangements of materials in an academic library before venturing into the building itself; they add the visual dimension to verbal explanations of types of resource materials and they serve as the information base (e.g., sample pages of dictionaries, indexes, and abstracts) for many of the classroom exercises provided throughout the book. More-

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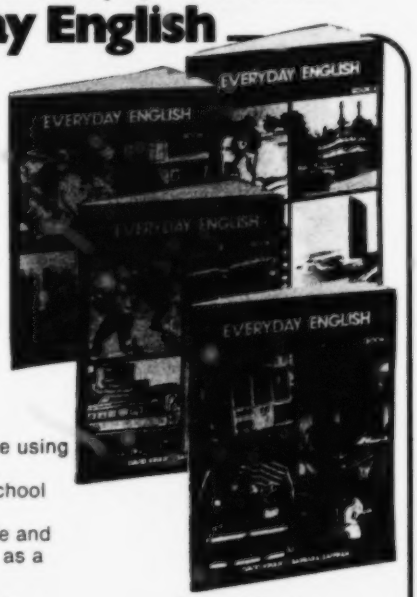


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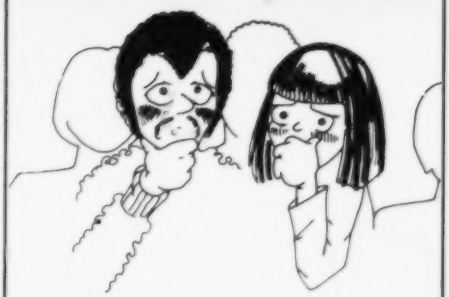

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*Continued from page 20*

over, they are an immense help to the teacher who no longer needs to come to class armed with piles of pamphlets from the various libraries on campus as this teacher has often done.

Another excellent feature of the text is the skillful way in which some of the information presented in one chapter is reused in another. As mentioned previously the introduction to Chapter Three poses four research questions representative of various disciplines and presumably of general interest to students of both sexes and of different ages and backgrounds. Briefly summarized they are (1) the emerging assertiveness of women in U.S. society, (2) the use of solar heating to reduce the monthly cost of utilities, (3) literary criticisms of the writing of William Faulkner and information about his life, (4) the correlation of stress to heart attacks. The remainder of the chapter describes a wide range of resource materials suitable for working toward properly defined and limited research topics drawn from these questions. In Chapter Four some of the same questions are picked up again and additional sources for more in-depth research are suggested. Finally, in Chapter Six any of the same topics can be used for individual, team, or class research projects.

The activities and exercises presented in the text are interesting, challenging and designed to lead students through research procedures in a careful step-by-step approach. The directions are clearly written and easy to follow. Some exercises require the student to locate particular types of information or materials in the library while others ask him to find information in the sample pages of the typical references reprinted in the book. All are extremely practical and informative. The activities suggested at the end of Chapter One include tours of different libraries and sections of libraries. The exercises in Chapter Two are an excellent review of the main focus of the chapter: locating information in the card catalogs. Those in Chapter Three follow each subsection in the chapter and give students practice in finding information in guides, dictionaries and encyclopedias, handbooks and yearbooks, bibliographies, periodical, newspaper, and citation indexes and abstracting services. In the final chapter of the book there are three sections of exercises. The goal of the first section is to help students familiarize themselves with a wide range of reference tools and to begin to feel comfortable using library resources. The second section of exercises is designed to give students practice in limiting topics. Finally, the third section leads students through the steps of selecting a topic for research, developing a bibliography, taking notes, making an outline, and ultimately writing a research paper. Clearly there are a large number of exercises to choose from and enough materials on which to build an entire course on library research tools.

The authors remind the reader in the final chapter of their book that this is not a composition text and that they have not included information about writing summaries, paraphrasing, using quotations and footnotes appropriately, all of which they deem extremely important in producing a good research paper. Nevertheless, they do include examples of the information one might keep on note and bibliography cards with illustrations of each. Besides, for a course on research paper writing there are many good composition texts and style manuals on the market which could be used in conjunction with this fine text.

In summary, I highly recommend the very practical, hands-on approach of the *Guide to Academic Libraries in the United States for Students of ESL*. It should prove to be an excellent addition to the growing number of texts on the market designed to prepare foreign students for academic study in the United States. □

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## *A FOREIGN STUDENT'S GUIDE TO DANGEROUS ENGLISH*

(Elizabeth Claire. Rochelle Park, N.J.. Eardley Publications, 1980. Pp. 86.)

**Reviewed by Juliana K. Dulmage**
*Northfield Mount Hermon School*

I board the bus and take out my copy of *Dangerous English* which has just arrived in the mail. I open randomly to page 48. "The male's *climax* is when he ejaculates" greets my gaze. I turn quickly to what I hope will be a less outspoken message, wondering whether my seat mate, like me, has caught the words "clit" and "closet queen" further down the page. I try page 68: ". . . ready for sexual activity." Page 78: "sex drive," "sex fiend." Page 27: "have a hard on." I redden and close the book. My seat mate seems lost in thought, but I am taking no chances.

*Dangerous English* is the kind of book children used to hide under their mattresses and revel in by flashlight after the grown-ups were sound alseep. After my first perusal of its pages, I was left wondering, "Is this book necessary?" After a more careful reading, in the privacy of my own home, I decided that some of it probably is, but that a lot of what is in it will probably appeal more to prurient interest than to a thirst for knowledge.

Consider pages 7 to 11, entitled "Pictures with Formal, Scientific Vocabulary." Here the uninitiated is introduced to detailed drawings of the male and female genitalia, shown what feces looks like as they settle at the bottom of a toilet bowl, and is allowed to view a man masturbating and a couple copulating. Surely the resourceful student of English who knew the terms for these items and activities in his/her own tongue could use a bilingual dictionary to find their equivalents in English if he/she really cared.

On the other hand, the first few pages of the book, which discuss the place of vulgarity in the English language, are likely to be helpful to the learner of English, as are the sections on words with double meanings, especially if the student is advanced enough to have been made aware that certain double meanings exist but hasn't dared to ask for explanations. Of course, a little knowledge can be a dangerous thing as it was for an Iranian friend who knew the slang term "balls" and couldn't understand why the doctor to whom he went for a recurring stomach ailment expressed such interest in his. The doctor, it turned out, was inquiring about his "bowels," a misunderstanding the two of them somehow resolved.

The section entitled "Synonyms and Related Word," divided into six categories ("fomal," "general use," "euphemism," "children's words," "slang" and "vulgar"), is thorough in the extreme, containing a fair number of terms in the latter three categories which were new even to me. Is such detail necessary? I wonder.

The pages dealing with "Pronunciation Dangers" are intended to steer the learner clear of such pitfalls as calling a percale covering a four-letter word, though, in my experience, students are far more likely to pronounce /I/ as /i/ than the other way around. I am reminded of a French woman who, missing a lefthand turn while I was driving with her one day, burst out in disgust, "Oh sheet! I blew eat!" Although the caution to speakers of Chinese and Japanese concerning words like "rust," "rude" and "election" (p. 36) might save them some embarrassment, the caveat concerning words like "couldn't" and "ask" seems overcautious. Even native speakers sometimes reduce these to potentially vulgar forms, but I doubt that they are never misunderstood in context.

The last half of this 86-page book is reserved for definitions of dangerous words. Those with double meanings are marked with an asterisk and the student is referred to a dictionary to find the less inflammatory definitions as only the dangerous ones are given here. There are 450 words and expressions listed in all, starting with "a.c./d.c." (p. 38) and ending with "X-rated" (p. 86). I would guess that this part of the book would be of greatest interest to the ESL student, unless, of course, the pictures mentioned earlier continued to titillate.

*Dangerous English* is certainly not a book for the classroom, as even its promoters point out. Nevertheless, students would probably be happy to have access to it despite, or perhaps because of, its inclusion of unnecessary material. The individual teacher will have to decide whether and how to make its existence known to its potential readers. □

# AFFILIATE SIG NEWS

## PENNTESOL-EAST

*PennTESOL-East* (Eastern Pennsylvania Area Association of Teachers of English to Speakers of Other Languages) became a full-fledged TESOL affiliate at its November 7 Fall Conference, held at Drexel University, when the membership ratified its constitution. James Alatis, TESOL Executive Secretary, welcomed the group to the fold in a plenary address to the 120 participants. The afternoon plenary session was given by Joan Morley on the topic, "Purposeful Listening—Active Participation: Aspects of Theory and Practice."

The 1981-82 officers of PennTESOL-East are Gregory A. Barnes, President; Barry P. Taylor, Vice-President; Edward G. Rozycki, Secretary; Charles Matterson, Treasurer; and Carol A. Puhl, TESOL Liaison.

The Spring Conference will be held at the American Language Academy, Beaver College, Glenside, PA, on April 17. For further information contact Conference Chair Barry P. Taylor, English Language Program, University of Pennsylvania, Philadelphia, PA 19104.

## WATESOL BEGINS 11TH YEAR WITH SUCCESSFUL CONVENTION

WATESOL held its second annual convention at the University of Maryland, Baltimore County, in Catonsville, Maryland, on October 2 and 3. Approximately 400 people attended the convention which included two plenary sessions and over 50 papers and workshops.

The plenary speakers were Russell Campbell, who discussed "ESP Program Development in the People's Republic of China: the UCLA Experience," and Jean Bodman who spoke on "Language Functions and Functional Language."

Other meetings to be held during the 1981-82 year, WATESOL's 11th year as an affiliate, include: a panel discussion on "Future Demands for ESL/EFL in the Washington, D.C. Area" on December 2 featuring the JNCL lobbyist, J. David Edwards, as the principal speaker; a lecture on "Techniques for Measuring Oral Proficiency in ESL: the FSI Scale and the TOEFL" by John Clark, CAL, on January 28; a mini-conference which will include papers and a swap shop on March 27; and an international buffet and business meeting on May 21.

The current WATESOL officers are President, JoAnn Crandall, Center for Applied Linguistics; Vice-President, Christine Meloni, George Washington University; Secretary, Susan Bayley, American Language Institute, Georgetown University; Synthia Woodcock, Center for Applied Linguistics; Executive Board members, George Bozzini, George Washington University, Lorraine Goldman, English Unlimited, Lois Lanier, University of Maryland, Nadine Dutcher, World Bank; Newsletter Editor, Carol Sparhawk, Foreign Service Institute. □

## AESIG PREPARES NOMINATING BALLOT

This year for the first time AESIG is preparing a nominating ballot for its elections that take place at the SIG meeting at TESOL in Hawaii. A nominating committee is seeking candidates for the offices of Associate chair for AESIG, Candidate for the TESOL Nominations Committee and Representative from AESIG to the TESOL Advisory Council. Joann LaPerla Berg, Chair and Sharon Seymour and Joanna Escobar will draw up a slate of candidates by late January and the nominating ballot will then be printed in the next AESIG newsletter to be mailed on February 15. AESIG members will then have a chance to vote their preferences on these positions even if they cannot attend the convention. The results of this vote will be taken into account at the SIG business meeting on Sunday May 2, 1982 where the regular election for these positions will take place as specified in the TESOL By-Laws.

Any suggestions for candidates should be sent to Joann LaPerla Berg, Adult Education Resource Center, Montclair State College, Upper Montclair, NJ 07043. Phone: (201) 893-4318. The Associate Chair assists the chair in conducting SIG business, plans the SIG Academic Session for the 1983/Toronto Convention and takes over as chair in Toronto. The candidate for TESOL Nominations Committee will, if elected at the Legislative Assembly in Hawaii, choose candidates for the TESOL elections for 1983. The representative from SIG to the TESOL Advisory Council will attend the Advisory Council meeting at TESOL in Hawaii and among other things, prepare legislation for the entire membership to vote on in the Legislative Assembly.

**prepared by Sharon Seymour**


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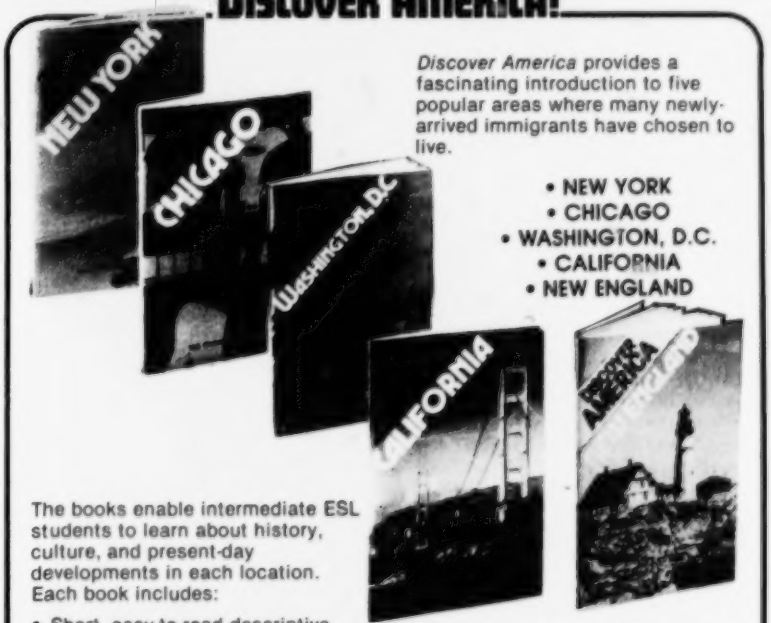


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## GETTING RESULTS FROM LANGUAGE TEACHING PROGRAMS

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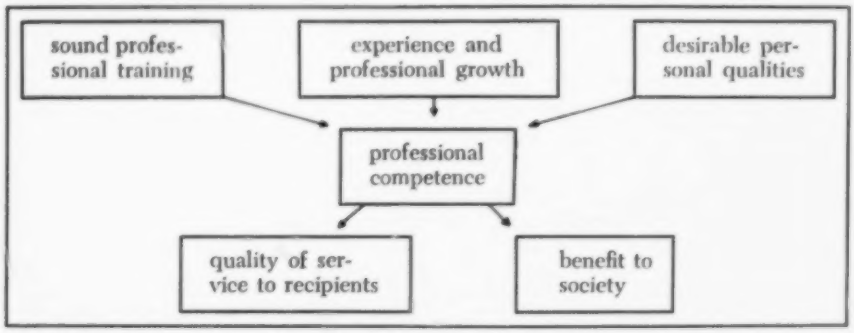
competence diagram should thus be modified as follows:




Clearly, the strength of, and public regard for, our profession hinge crucially on the delivery of quality instruction in the TESOL classroom and program. Yet, as Orem (quoting Morley) notes, only about 30 per cent of practicing ESL teachers (in North America?) had had any formal ESL training as late as 1979. Even when they do have it, as former President H. Douglas Brown pointed out (June 1981 *TN*, p. 2), the quality of their preparation may differ greatly from one teacher-training institution to another. Even at many of the best programs, candidates for the M.A. in TEFL or TESL spend all or nearly all of their time absorbing theory and far too little demonstrating that they know how to give that theory practical application (Orem, 2), under the authentic and rigorous pedagogical conditions of the typical English language (EL) classroom.

Perhaps the marginal results of a great many EL classes and programs should not be wondered at. Aside from some exceptional immersion programs (see Imhoof and Murphy, 23) with excellent teaching staffs and better-than-average working conditions, students are not generally expected to make a great deal of progress in the typical TESOL class. One reason may be that, unlike the preparation of aspiring practitioners of most other professions, would-be ESOL teachers are often not taught the "right" or the "best" way to produce optimal results in their profession—in their case, effective learning by their students. As Orem says (2), they are encouraged to be "eclectic" in their choice of teaching approaches, materials, methodologies, and techniques. However, while eclecticism has the virtue of promoting intellectual tolerance, it may, if promoted for inappropriate reasons, also serve to undermine confidence in the specialists, when training in "how to do" does not conclude with a requirement for a convincing demonstration of actually "being able to do."

Yet ours is a business- and results-oriented society, and today EL programs are a huge and growing business worth hundreds of millions of dollars to those delivering services and products to would-be students of EL programs: publishers, course and program organizers, travel agents, universities, teachers, equipment manufacturers and sellers, etc. The growth in demand worldwide for EL courses, especially for educated adults—students, businessmen, diplomats, technicians—has often not been matched by results commensurate with the expectations of the critical paying public. Impatience with the lack of "cost effectiveness" of many ESL programs has undoubtedly provided an important boost to the rapid growth of the ESP movement, which has done much to promote a sense of professional accountability in EL programs, by specifying 1) the relationship between student needs and course or program goals and 2) the responsibility of a program for producing results (i.e., student achievement) in the lessons contracted for.

Specifying student needs, better defining program objectives, and improving course materials, equipment and teaching methodologies have been salutary steps in the right direction for the TESOL profession. The establishment of such requisite conditions for better EL program results, however, does not guarantee student motivation and learning of English; only the effective teacher working under optimum conditions can ultimately do that.

B. *Characteristics of the Effective Teacher*

Orem notes (2) that the ESL teacher most probably is the single most important variable in the classroom affecting student achievement. Moreover, it is well-known in all fields of learning that without sufficient student interest and motivation, little learning can be expected to take place. The obvious question is: What do effective ESL teachers do to produce results? How do they motivate their students to study hard? To quote from Orem, do they actually "know why they do what they do" and have they "bothered to develop a philosophy of language teaching"?

The answer is certainly yes on both counts. Observation of working ESL teachers makes clear that it is quite possible to state objectively the characteristics of effective ESL instructor (Politzer, Wallace). Effectiveness seems generally to be augmented by possession of an M.A. degree in TEFL or TESL, other things being equal, but may also be independent of it. Just as important are such intangibles (personal factors) as a willingness to work quite hard, a love of teaching, common sense, a good attitude toward the job, good rapport with students, and imagination in trying to solve problems.

Effective ESL teachers are disciplined professionals who follow a strict work routine. They spend a great deal of their time out of class correcting homework, as well as writing and correcting quizzes and tests. They tend, as a result, to be quite strict about good work and about punctuality in attendance and in submission of work due; are meticulous about the materials they produce themselves, for both teaching and testing purposes; and continually feel that they are growing professionally over the years.

Such work habits are an indispensable part of the approach of effective ESL teachers to their jobs. These traits, however, are not sufficient to assure student motivation and satisfactory results. Also important is the strictly personal nature of the teacher-class relationship. Most ESL students want very much to like and respect their teachers, and their regard often hinges importantly on a number of crucial personal factors seldom discussed in the professional literature. Not least among these, for students from a great many Third World and/or non-Western nations, is neat dress, good grooming and professional bearing—i.e., "looking and acting like a teacher."

Besides needing to work hard and to gain their students' personal respect, successful ESL instructors have probably developed a gradual mastery of three of the most vital "arts" of the classroom for motivating students to study hard enough to produce reasonably satisfactory results. These three teaching skills are too seldom recognized or discussed in the literature, yet lack of proficiency in any one of them may be sufficient to prevent a teacher from producing more than mediocre results in a class. The first of the three, not so obviously, is the ability consistently to be understood in English most of the time by most of the students. Effective teachers begin bolstering their students' often limited confidence in themselves to understand spoken English from the very first day of class, choosing their words carefully but not distorting their speech

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## GETTING RESULTS FROM LANGUAGE TEACHING PROGRAMS

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or making it sound in any way unnatural.

The second requirement is teacher confidence in the instruction of difficult or troublesome language points. The average course syllabus is replete with teaching difficulties in all of the macro-skill areas and components. Serious professionals learn early in their careers that they cannot teach or explain some aspects of the language (e.g., difficult pronunciation and grammar points) as effectively as they can others, and so gear themselves over the years not only to studying the nature of those teaching-learning problems carefully but to developing original strategies to get their teaching points across ever more efficiently.

The third additional "art" of the ESL classroom follows logically from the previous two. If teachers can communicate well with their classes in English and have justifiable confidence in their teaching abilities, it is most probable then that their students will look forward with interest to their English lessons. This happens when students find their English classes challenging, even enjoyable, and never threatening.

C. *Administration of EL Programs*

ESL teachers may be all that an EL program can expect of them. Yet, if the reverse is not true, serious weaknesses traceable to administrative decisions can undermine student achievement and staff morale as surely as less-than-able instruction. Probably the areas of greatest concern here are 1) the nature and quality of program leadership, 2) admissions and placement policies, 3) class size and homogeneity, 4) number of contact hours in a course, 5) test development procedures and 6) grading and promotion policies.

As with any other professional field, the most effective leaders of EL programs are, other things being equal, generally those who have "come up through the ranks," acquiring many years of practical experience in making decisions in most major areas of program responsibility. In TESOL, this usually means not only possessing the requisite academic degree(s) but having extensive experience in classroom instruction, materials production, test development and evaluation, and at least some administration. A problem for many ESL instructors, especially in tertiary institutions in Third-World and/or non-Western nations, is that their EL programs are frequently not independent units or departments but rather a part of a department in which EL is subordinate to more traditional and prestigious academic disciplines like literature, linguistics or education. The supervisors or chairpersons of ESL teachers in such programs, therefore, often hold academic degrees in one of these fields and may very well not be conversant with the many theoretical and practical issues relevant to the effective running of an EL program.

Further, qualified English-speaking instructors often have too heavy a work load. They frequently are expected to have a full teaching schedule, as well as to perform burdensome administrative tasks related to TESOL as the resident "experts" in the subject area. The courses they teach, in many TEFL programs, may be described for bureaucratic reasons as "lectures" rather than as skills-development classes and often have no clearly-stated linguistic objectives. ESL teachers commonly find then not only that their courses are much too large and too heterogeneous in ability levels represented to be taught effectively but that there are far too few contact hours each week to do the students much good. Course teaching materials may have been haphazardly selected and be inappropriate for the students. The great majority of students will probably be found to pass through their sequence of English courses with acceptable grades but to graduate unable to communicate properly in the four macro-skill areas of the language.

On the other hand, TESOL professionals running their programs, whether or not they are native speakers of English, tend to avoid most of these serious program weaknesses. They try to hire teachers with suitable degrees, insist on reasonable workloads (in class and out), and press for suitable class size and rational placement decisions, as well as more course contact hours. Texts and other teaching materials tend to be chosen according to professional criteria and excellent program-generated materials are often produced by the teaching staff to meet the special needs of their students. Release time from teaching is given for time-consuming administrative tasks. Major tests are usually prepared with care and are given sufficiently often and made difficult enough to force students to study reasonably hard most of the time.

Despite the obvious superiority of programs which are professionally run over those which are not, administrators at all levels will often find that course and program results (i.e., how much the students are actually learning of the language) are unsatisfactory. One obvious explanation is that there is good reason to doubt the utility and cost effectiveness of any EL program conducted on less than at least a semi-intensive basis, especially in the native land of the students.

A major limitation of too many educational programs is that teachers tend to be too-little supervised. They are rarely observed performing their duties in class on a regular basis, they too often make vital testing and grading decisions on a *laissez faire* basis, and course grades, testifying to student achievement, not only are often based on dissimilar standards for different teachers (even for those teaching the same course at the same time) but tend to be influenced as much by subjective considerations as by "objective" measurement results.

Problems specifically related to the administration of EL programs may also be the consequence of shortcomings in the professional preparation of the administrators and teachers themselves, no matter how conscientiously and ably they may perform most of their duties. Weaknesses of administrators tend to be found in some of the most crucial areas of concern:

a. course evaluation and syllabus design; b. test development: design, writing, review and evaluation; c. program evaluation and integration of courses; d. coordination of policies in placement, promotion and grading matters.

One of the most serious problems of many English for General Academic Purposes courses and programs is that both administrators and teachers may be unable to articulate very clearly the aims of their various courses. Often this is partly a consequence of the fact that such courses were labeled by number (for identification) but either not titled at all or titled too generally as to course aims.

ESL teachers tend to get too little preparation in syllabus and curriculum design and evaluation in their degree programs. An unsurprising consequence is that they often miss the EL "forest" (course and program structure, integration and objectives) for the "trees" (classroom instruction, materials, tests and grades).

In addition, a great many TEFL and TESL degree-holders have little or no training in test design, writing and review. Many who do take courses in testing receive too little opportunity to apply the theory in practice, and so often require extensive on-the-job training before their output starts to become useable, especially in test parts employing an objective format.

Finally, EL program administrators are generally unaware that they bear most of the responsibility for one of the most serious shortcomings of a great many EL programs: excessive heterogeneity of ability levels within courses and classes, which is one of the leading causes of frustration to classroom teachers and students alike.

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## GETTING RESULTS FROM LANGUAGE TEACHING PROGRAMS

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Thus, for example, it is not unusual in tertiary institutions for new students just out of secondary schools who are placed into a particular course not only to significantly outperform the EL program's "old" students promoted into the same course from a lower (prerequisite) course but to be much more homogeneous as a group as well.

As a result, classes are frequently formed with students whose learning needs may be very different. The first requirement of a rational foreign language program is sufficient similarity of ability levels in a class to make effective instruction possible for all students. In poorly organized classes, a significant number of students will be wasting their time, and may therefore become frustrated—either those who are much better than the majority and will thus quickly feel bored; or those who are much weaker than the majority and may therefore eventually give up; or both. The likelihood of teacher frustration in programs with such classes is then also very high (Malcolm and Mason).

Reduced motivation by a significant number of students in poorly organized classes and programs not uncommonly affects motivation and morale of teachers as well. Unfortunately, dissatisfaction by teachers with their program may well tend to be fixed on their students, as a result—and by students, on their teachers. The irony is that neither teachers nor students in such circumstances realize that their mutual problem —undesirable course enrollment patterns —is almost entirely attributable to decisions (or lack thereof) on policy matters generally falling within the often jealously guarded preserve of their program administration.

### D. *Contributions of Teacher-Training Institutions*

The foregoing discussion of various problems of teachers and administrators of EL programs should be suggestive of some of the kinds of contributions that teacher- and administrator-training programs might make in helping to produce more uniformly effective learning of English by ESL students.

An essential requirement of an effective TEFL or TESL program would seem to be a practicum involving responsibility for all aspects of teaching a class of students for the equivalent of no less than an entire course. The practicum should, it seems, conclude with a lengthy report by the degree-candidate covering all important aspects of the course (lesson planning, materials development, testing, proper record-keeping, end-of-course evaluation of self and of each student) and demonstrating to staff advisers that the candidate has been able to combine theory and practice to the advisers' satisfaction.

Similarly, administrator-trainees should be involved in helping their advisors supervise the practica of the teacher-trainees. They, too, should be given extensive responsibility for helping to run the integrated sequence of EL courses being taught by the teacher-trainees, and should likewise have to produce a comprehensive end-of-course paper summarizing problems, procedures and accomplishments.

It is conceivable that the burden on the TEFL and TESL departments might then be increased. A great deal of supervisory work might then be required, especially for staff members specializing in methodology, testing and EL program design and evaluation. Limitations of time and feasibility in most university programs would probably make the sustained observation and evaluation of a group of degree-candidates nearly impossible if not performed throughout a given semester or term on virtually a full-time basis. But any possible added burden on staff from such program requirements to provide an authentic laboratory for training both teachers and administrators would presumably be more compensated for by the concomitant stimulation of useful research on the part of both department staff and trainees alike. Theory and practice could be combined in a great many more theses and dissertations that come to grips with the knottiest language-teaching and -learning problems of the profession. There seems to be no other obvious way of assuring that degree of competence which the public, both at home and abroad, has a right to expect of all those requesting government certification and anticipating its consequent material rewards.

### E. *Contributions of the TESOL Organization*

The world of English-language teaching has grown so rapidly in the recent past that it should not be surprising that progress in some areas of professional concern has not kept pace with that in others. The fact that a great many EL programs worldwide hardly produce more than marginal results is no surprise to members of the profession, but should be as much a challenge to do better as it is a source of genuine concern.

EL programs worldwide vary enormously in effectiveness, funding, quality, objectives, policies, etc., according to local circumstances, and it is plainly unrealistic to hope that the assertion of the need for global standards in maintaining quality control of EL programs would be as quickly followed by their implementation on a global scale as would likely be the case in such "life-or-death" fields as medicine, engineering or agriculture. Nevertheless, TESOL, as an organization, could have an even more salutary influence in the spread of reform efforts than it has had in the past, by producing at an early date an official statement of principles setting at least minimum standards of professional performance in the teaching of English to speakers of other languages in the most important problem areas.

Orem says rightly (3) that what is needed is to "start the process within our own organization of identifying those standards, behaviors, characteristics, competencies . . . which a trained ESL instructor at whatever level should possess." It is probable that TESOL should go further, including in its statement of principles references to desirable attributes of EL programs, of the administrators of such programs, and of teacher- and administrator-training institutions as well.

At a minimum, that statement of principles should, in my opinion, include:

a. minimum standards of academic qualifications and professional performance for all ESL classroom instructors, required of organization approval for certification as to on-the-job competence
b. standards for acceptable teaching conditions, without which effective instruction and meaningful learning of English cannot reasonably be expected to take place
c. appropriate criteria for the qualifications needed by EL program administrators
d. a recommendation that a degree in a TESOL-related field constitute a certificate of clearly specified minimal professional skills and knowledge, to which the granting institution testifies by virtue of issuing it.
e. a recommendation for "appropriate" professional recognition and compensation for all qualified degree-holders, under the given local circumstances of their employment as ESL instructors.

It is likely that those guidelines would be equally beneficial in those many institutions worldwide where conscientious and able teachers have to struggle under less-than-satisfactory conditions, often with both heavier workloads and notably less compensation and/or status than their colleagues in other academic fields. The stated official position of TESOL then becomes a useful yardstick of program performance and quality, providing a diplomatic and completely objective basis upon which practicing ESL professionals can attempt to work within their systems to produce needed administrative change and eventually, it is to be hoped, better language-learning results.

In conclusion, it is worth noting

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## GETTING RESULTS

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that an important reason why many ESL teachers do not demonstrate that professional growth that Orem rightly calls for (3) is that they are often both greatly overworked and severely underpaid. With better working conditions, many would not only find the time to read more journals but be able to subscribe to more of them and to attend more conferences. Thus, leadership by TESOL in promoting basic professional standards and suggesting feasible performance goals, better working conditions and adequate levels of compensation in the various lands around the world could help lead to even more dramatic growth in the organization in the years to come. □

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## GLUE: A USEFUL CONCEPT FOR ELIMINATING FRAGMENTS AND RUN-ONS

**by Helaine W. Marshall**
*Baruch College, CUNY*

The view taken here is that students will be able to monitor their own writing for incorrectly formed sentences if given a series of exercises designed to help them *analyze* their work. The key concept is GLUE, a term used for all clause connectors. GLUE includes both coordinating and subordinating conjunctions and relative pronouns. That is to say, any element that can introduce a finite clause, whether that clause is a main clause or some type of subordinate clause, such as adverbial, noun, or relative clauses, is included in GLUE. Using a reference list of the GLUE words in English, students find and label those they have used. They then identify the finite clauses or SVs (Subject-Verb units). Finally, they count the number of GLUE words and SVs to determine what type of sentence unit they have created. For example,

1G + 1SV = F (Fragment), as in:

When you came back.
G S V

Similarly,

1G + 3SV = RO (Run-On), as in:

I met you when you got back
S V G S V

we were happy
S V

A complete sentence requires one more SV than GLUE. Observe:

1G + 2SV = CS (Complete Sentence), as in:

I met you when
S V G

you got back.
S V

In altering their work, students learn to remove an SV, add a GLUE, or in some other way make the sentence conform to the rule for a complete sentence.

We turn now to the lessons themselves and the techniques used to focus the students' attention on the rules for complete sentences. The first step is an exercise such as the one below, taken from Raimes, *Focus on Composition* (1978:8).

Write S next to all complete and correctly punctuated sentences in the examples that follow. Write F or R next to fragments or run-ons. Rewrite any fragments or run-ons as complete, separated sentences.

*Continued on next page*

a. Carpentry is useful.
b. Is fun, too.
c. You get a very satisfied feeling.
d. When you work with wood and make something.
e. You need a few basic tools, they are not very expensive.
f. A hammer, a saw, a measuring tape, a square, nails, screws, and glue.
g. An electric drill is useful, but you can manage without it.
h. An electric saw is useful you can manage without it.
i. Patience is something that a good carpenter must have.
j. Because it is essential to measure and cut accurately.
k. If you don't, your piece of furniture might be crooked.
l. Like my first piece was.

I first asked the students to identify the sentences, fragments, and run-ons. Many were able to do this; some were not. However, when I asked them to explain why they had classified each example as they had, their answers were vague and inadequate. "It's too long," was given to account for a run-on, and "It's not a complete thought," for a fragment. They were relying on an intuitive feel for a complete sentence, but they had no rules, no systematic way of analyzing an example and classifying it.

There was one exception: Each sentence must have a subject and a verb. The class agreed on this rule and was able to identify subjects and verbs accurately. Thus, they knew how to show that (b. Is fun, too.) and (f. A hammer, a saw, a measuring tape, a square, nails, screws, and glue.) were fragments.

They were missing a key concept that would enable them to explain the remaining examples. That concept, I labelled GLUE (suggested to me by its use in example [f]). We looked at example (d) again: When you work with wood and make something. I told them there were two ways to fix the fragment: add or subtract. They were then able to suggest the following: You work with wood and make something. OR You get a very satisfied feeling when you work with wood and make something. While the second solution was the intended answer for the exercise, I felt that the GLUE concept would be clearer if both solutions were included. I explained that the word removed to produce the first solution was one of many English words that perform a function called GLUE. These words join two things, in grammatical terms, two SVs or Subject-Verb units. (This term was used instead of "clause" since it contains a reference to two familiar concepts, subjects and verbs.) Since example (d) had only one SV, there was no need for the GLUE. By adding example (c) to (d), however, a second SV was brought into the sentence, and the GLUE was needed.

A series of questions and answers led to their explaining the other examples. In example (e):

You need a few basic tools, they are not very expensive.

they saw two SVs and, although they had no list of the GLUE words at that time, they saw no word that seemed to them to be functioning as GLUE. Since GLUE is needed when two SVs are present, they suggested adding *and*, which I told them was another GLUE word. Next, they showed how example (g):

An electric drill is useful but you can manage without it.

is a complete sentence with two SVs and GLUE. In analyzing example (k):

If you don't, your piece of furniture might be crooked.

they learned that the GLUE can be in initial position and that a comma indicates the boundary between the two SVs it joins. Looked at in this way, the rule for comma placement becomes much easier to internalize. The remaining examples were discussed in a similar manner.

Following this first exercise, the students received a list of the GLUE words in English and were given the task of labelling S, V, and G (GLUE) on their compositions to prove that each sentence was a complete one. If they used two SVs, they needed to have GLUE, and if they used GLUE, they needed to have two SVs.

As they worked on their compositions, longer sentences came up, and we expanded the rules to accommodate them. One student had written:

The woman is alone however she doesn't look unhappy because she has a smile on her face.

We discussed the fact that *because*, although GLUE, could not join all three SVs, but rather only two of them. Since *however* was not GLUE, a second GLUE was needed for the sentence to be correctly formed. The result was:

The woman is alone but she doesn't
$S_1$ $V_1$ G $S_2$ $V_2$
look unhappy because there is a smile
on her face. G $S_3$ $V_3$

The notations under the sentence show how the students labelled their work, indicating each SV by number. By counting the number of SVs and the number of Gs in each correct sentence, each fragment, and each run-on, the students devised the three basic rules for sentences given above. With these rules the students were able to find and correct many of their fragments and run-ons.

In advanced lessons of the unit, students learned to examine more complex combinations of S, V, and G. For example, they discovered the possibility of "hidden GLUE"—deletable relative pronouns—as in:

The child I saw in the corner was
$S_1$ $S_2$ $V_2$ $V_1$
sleeping.

They also learned to work with "combined GLUE"—subject position relative pronouns—as in:

The child who was sleeping in the
$S_1$ G/$S_2$ $V_2$
corner looked content.
$V_1$

The GLUE list became subdivided, and new rules were added to the basic three.

The original intention was to eliminate fragments and run-ons but the concept of GLUE affected many aspects of the students' written language. The labelling of S, V, and G showed them the sentence patterns they used most often, and by reading other students' papers, they began to expand their repertoire of patterns. The writing that resulted from the intensive work on fragments and run-ons showed more variety and sophistication, not only more complete sentences, than their earlier work. Furthermore, they began to see how they could control their use of the language. They learned how to "do things with English," to step back from their written work and successfully revise and edit it.

The value of such a system of analysis is that the students have a focus in re-reading what they have written. They are labelling and examining what they have done. The correction process follows this and is the natural result of finding the fragments and run-ons. The students become active and interested in identifying the GLUE and SVs, and often find themselves more involved in their entire writing process. With the emphasis on analyzing, not correcting, the student is less resistant to the teacher's guidance and instruction, and progress is more likely.

Students who have worked with this system have reacted very positively, and feedback has indicated that the success of the approach results from the following factors:

a. teacher acknowledgment and acceptance of student attitudes (i.e., "I'm already getting my point across; I don't like bothering with these rules.")
b. gimmick of GLUE as a unifying concept for the system (i.e., a nonlinguistic term; a simplified focus)
c. emphasis on analysis, not correction (i.e., not "What I did wrong" but "What I did")
d. reliable system of rules and word lists (not available in most ESL materials)
e. exclusive use of students' own written work (personal involvement in sentences for analysis)

Details on the exercises given and on the advanced rules for GLUE can be provided to interested colleagues. Write to: Helaine W. Marshall, ESL Coordinator, Baruch College, CUNY, 17 Lexington Avenue, New York, NY 10010. □

# A STRATEGY FOR TEACHING ARTICLES TO SPEAKERS OF LANGUAGES WITHOUT THEM

by J. P. Maher
*Northeastern Illinois University*

In teaching, we inevitably focus on one thing while "sneaking in" something else. A good, culturally relevant sentence, for example, teaches the language learner the culture pattern, the grammar, the phonology and more. We can effectively teach the use of the articles, "definite" and "indefinite", in English by the use of concrete texts. It explains nothing to call them "(in)definite" or "[± def]".

Even speakers of languages with articles e.g., Romance, German will stumble on the characteristic lack of them in English with abstract words such as *life, liberty, beauty, love, war.* This stumbling block can be removed by teaching good old chestnuts, clichés, and slogans like *"life, liberty* and *the pursuit of happiness", "all's fair in love and war", "beauty is in the eye of the beholder".* You should compile your own list from reading and listening.

Another problem is posed by "stereotyped" articles, e.g. *the University of Illinois,* but *Indiana University.* (See Dwight L. Bolinger, 1975, *Aspects of Language*; also Archibald A. Hill's contribution to the 1966 Georgetown University Roundtable on Linguistics.)

Another heavily used example, *"the more the merrier"* is idiomatic in modern English. In Old English it meant "by that much more, by that much merrier". Such a mode of expression will be used in many languages today.

The influx of Refusenik Jews from the USSR now brings a large number of prospective ESL learners who know a language far more complex than English in the morphology of nouns, adjectives, and verbs, but with correspondingly simpler phrasal patterns. (This is a predictable trading relation of language structures.)

I advocate the use, in teaching articles to speakers whose languages lack them, of fairy tales. You'll teach the magic formula "once upon a time", and you'll get across with a minimum of abstract talk on "definiteness" and "indefiniteness," what articles do for us, which is really to say, what WE do with THEM. In the following I have left the space for articles blank. Read the piece so, and it sounds quite like broken English:

> **Once upon ___ time, there was ___ king; ___ king had ___ daughter. ___ daughter kissed ___ frog; ___ frog turned into ___ prince. ___ prince married ___ princess, and they lived happily ever after.**

Any English speaker can supply the correct article. It is now clear that the basic function of the "indefinite" article is to INTRODUCE a word for some previously unmentioned and/or *unseen* entity. The "definite" article, on the other hand, serves for second reference to some entity already mentioned verbally OR given in non-verbal perception.

Verbal second-mention is handled in languages without definite articles by resort, as in Latin, to *said (dictus), aforementioned* etc.

The stipulation about non-verbal perception covers seeming counter-examples. *Open the door* refers to a door whose presence and singleness is given in immediate sensory evidence or is remembered, having been introduced earlier. Ditto, *wind the clock, the war is over.* —Say *open the door* to persons facing two doors, and they'll rightly demand you tell them which one. □

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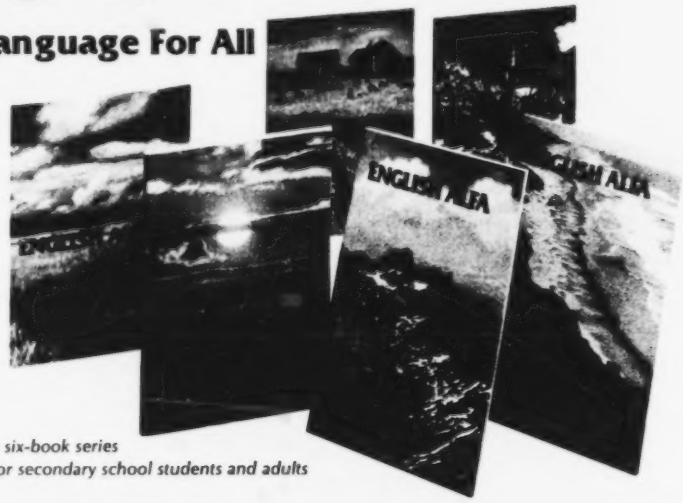


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# ANIMALS IN OUR LANGUAGE—A WHALE OF A TALE

by Leslie Leavitt
*Wellesley, Mass.*

The following resolution is submitted for your earnest consideration: Whereas the animals of the world—from bats, bears and beavers to weasels, wolves and worms—have made a rich contribution to our English language we do hereby express to them our deep and sincere appreciation.

If this statement sounds as though the writer has bats in his belfry or is at least a silly goose, I would ask you to hold your horses. An explanation will be forthcoming in two shakes of a lamb's tail, or even sooner. Over the years, as the following examples will show, we have made frequent use of animal names and characteristics (as we perceive them) in expressing our thoughts and feelings to one another.

It is common practice to involve animals in insulting or denigrating other people: You toad! You swine! You're a skunk . . . a snake in the grass! Or: he's pig-headed . . . bull-necked . . . chicken-hearted . . . and hen-pecked. Or: he's sly as a fox, stubborn as a mule, crazy as a loon, spineless as a jellyfish! Sometimes kinder terms ase used, but unfortunately not as frequently: as gentle as a lamb, quiet as a mouse, busy as a bee, wise as an owl, brave as a lion.

Often animal names see action as verbs: My little brother dogs my footsteps, monkeys with my stereo, apes my girlfriend's Southern accent, pussyfoots around the house, horses around when we have company, crabs about everything, wolfs his food at meals, and is always fishing for compliments.

We use animal names to identify Sports teams: Baltimore Orioles, Detroit Lions, Miami Dolphins—Automobiles: Ford Mustang, VW Rabbit, Plymouth Barracuda—Political parties: the Republican elephant and the Democrat donkey—Fraternal organizations: the Lions, the Elks—Commercial products: Camel cigarettes, Dromedary dates, Swansdown flour—Places: Buffalo, N.Y., Cape Cod, Mass., Bull Shoals, Ark.

The origin of some terms in common use is not difficult to determine: battering ram . . . clothes horse . . . goose step . . . pigtail . . . turtle neck . . . oxeye daisy . . . tiger lily. The origin of certain others may be somewhat puzzling: white elephant . . . crocodile tears . . . fat-cat . . . a wildcat strike . . . a loan shark . . . cold turkey . . . a dark horse.

The most striking use of zoological terms occurs in certain longer phrases which are very useful and very colorful: to fish in troubled waters . . . to teach an old dog new tricks . . . to take the bull by the horns . . . to put the cart before the horse . . . to make a mountain out of a mole hill. Or these: like rats deserting a sinking ship . . . like having a tiger by the tail . . . like living in a fishbowl. Or these: to have butterflies in the stomach . . . to drink like a fish . . . to go the whole hog . . . to look a gift horse in the mouth.

The use of animals in our lexicon is illustrated by this conversation which I overheard the other day: Jim: "Tell me, Bill, what's this I hear about you losing your salesman job? Let's hear it straight from the horse's mouth." Bill: "The salesman job? Yes, I quit. It was one of those dog eat dog situations, a real rat race. I always felt like a fish out of water. The manager was an incompetent jackass." Jim: "But without a job these days how can you keep the wolf from the door? I know you are a bear for work, but jobs are as scarce as hen's teeth." Bill: "I've changed to another job, swapped horses in midstream and I'm happy as a clam. The other job was for the birds and the pay was mere chicken feed. With the bucks I'm getting now I'll even be able to put on the dog a bit to impress my girl friend. And my new boss is a good guy . . . no flies on him." Jim: "I've known you ever since you were knee-high to a grasshopper and I remember you used to be considered the black sheep of your family. I'll bet your Dad was as mad as a hornet when he heard you had quit your job." Bill: "Yeah! But when my new boss said I was doing one whale of a job my Dad changed his whole attitude and now he's as proud as a peacock. As for Mom, she always did think I was the cat's pajamas." Jim: "Great! But don't be too cock-sure the new job will work out. If things don't go well you might have to eat crow. I hate to badger you, and I feel like a worm talking this way, but after all I'm thinking of your future."

Before concluding this presentation of the contribution of the animals I feel you should know that some of the animals, the cats and the dogs in particular, are very unhappy about some of the uses we have made of their names. The cats object to such expressions as: let the cat out of the bag—to let the old cat die—to skin the cat—look at what the cat brought in, and especially to the expression: what a mean, catty remark.

The dogs are furious over: to try it out on the dog—to go to the dogs—sick as a dog—it's a dog's life. Nor are they exactly thrilled over the popularity of hot dogs with mustard and relish. One pampered house pet expressed himself this way, "Doggone it, man, when you say . . . it's a dog's life . . . you are implying that our life is something to be pitied. Horse feathers! I never heard such hog-wash!" In case the reader is wondering how the writer of this article obtained the confidential information about the complaints of the cats and the dogs let's just say that a little bird told him.

It may well be that some of you are not fond of animals, perhaps because at one time or another in your life you have been bitten, kicked, scratched, pecked, stung or even mauled by animals. However, I am confident that having become better acquainted with the rich contribution that the animals have made to our language you will be broadminded and will give your support to the resolution expressing our gratitude to them. □

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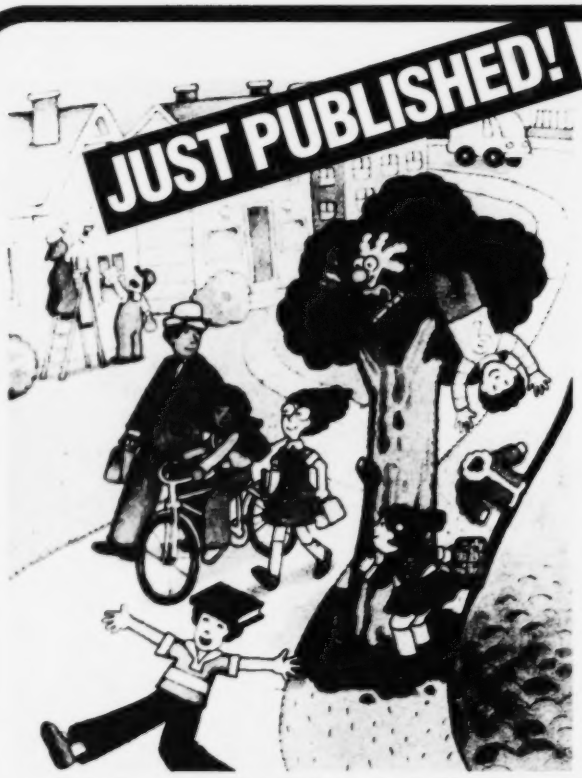


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**John F. Haskell, Editor**

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CONVENTION UPDATE

## AFTER THE WINTER OF '82 YOU DESERVE A CONVENTION IN HAWAII!

by Dick Schmidt
*Local Committee*

HONOLULU—Local TESOLers have been busy for months preparing a smoothly functioning convention for the many delegates expected here May 1-6. Sessions will be held at the Sheraton hotels in the heart of Waikiki.

The 1982 Convention will have a focus on English language teaching in the Pacific. We're delighted to welcome TESOL to Hawaii, which has always been intimately involved with our organization and profession. The Department of English as a Second Language at the University of Hawaii was the first such department established at any American university. The TESOL Ruth Crymes Fellowships are named after a past-president of TESOL from Hawaii. The *TESOL Quarterly* is currently edited here by Jacquelyn Schachter, and the *TESOL Reporter*, one of the oldest publications in our field, is published by Brigham Young University, Hawaii Campus.

The population of this island state has doubled since 1950, mostly due to inmigration. Approximately 15% of our population was born outside the U.S., primarily in Asia. To meet the needs of immigrants, there are a wide variety of ESOL programs throughout the state,

*Continued on next page*

**The National Advisory Council on Bilingual Education will hold a public hearing in conjunction with the TESOL convention on Tuesday, May 4, 1982, between 10:00 a.m. and 4:00 p.m. at the Sheraton Waikiki Hotel. Room to be announced.**

STANDARD BEARER

## ESL: NOW IT'S THE LAW IN TEXAS

by Curtis W. Hayes, *The University of Texas at San Antonio*
Don R. Whitmore, *Texas Women's University*

In July 1981, an extremely important bill having a profound effect on the ESL profession in Texas was passed by the Texas State Legislature. In a state currently with no ESL certification/endorsement, Senate Bill #477 decreed that limited English proficiency (LEP) students in the secondary grades must be instructed by certified/endorsed ESL teachers. As a result of this legislative action, programs of study are now being solicited by the Texas Education Agency for submission to the State Comissioner on Standards, who has the final responsibility for recommending programs of study leading to the certificate/endorsement in ESL to the State Board of Education.

## NATIONAL POLICIES, LEGISLATION AND TESOL

by J. David Edwards and
Karen McGuinness

Currently there is considerable discussion and some significant efforts toward unity and cooperation within the language and international studies community. When the Joint National Committee for Languages and its sister organization, the Council for Languages and Other International Studies, met this fall, 14 major language and international studies organizations came together in a spirit of cooperation to discuss issues of concern to them and to chart new directions in policies and programs.

The leadership of these national associations is clearly committed to influencing national policies that affect their

The State already has a bilingual certificate/endorsement in effect since 1973. Teachers with certificates/endorsements in bilingual education have since 1973 provided instruction for LEP students from kindergarten through the third grade. Instruction is provided to these students in their dominant language—for the great majority of students this language is Spanish—while, at the same time, they are being taught English. However, bilingual education is provided through grade 3 only, with the understanding that children would be placed in English-only classes by the end of that grade. A federal court, however, ruled that a great number of LEP students were not yet prepared to enter English-only classes by the fourth grade. The decision by the court, in fact, provided impetus for the recent State legislation concerning ESL. For those not familiar with the chain of events leading to Senate Bill #477 the story of why the State of Texas eventually passed a bill requiring professional preparation in ESL is both an interesting and fascinating one.

But first it may be instructive to examine the bilingual certificate/endorsement. The bilingual education certificate endorsement program offered by institutions of higher learning for prospective and experienced teachers of LEP children consists of two paths, one path for experienced teachers, the other for the inexperienced. The inexperienced teacher must have at least twenty-four hours of credit in professional bilingual education courses. These hours must be distributed among the following six categories: 1. Foundations of bilingual education, 2. Linguistics or psycholinguis-

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## HAWAII CALLS:

*Continued from page 1*

which you can visit while you're here. Since Hawaii is multicultural and multilingual, you will also find plenty of opportunities to practice your second language here if it happens to be Japanese, Korean, Ilocano, Tagalog, Cantonese, Hokkien, Samoan, Hawaiian, Vietnamese or Hmong.

You should also keep your ears open and notice the fascinating variety of English (some consider it another language) spoken by almost everyone raised in Hawaii. Locals call it "pidgin"; linguists call it Hawaii Creole English. Which ever name you prefer, what you hear will range along a continuum from English with a pleasantly different intonation pattern to a basilectal variety which you will not be able to understand on first exposure. For a good-natured and popular cartoon dictionary, try Peppo's "Pidgin to Da Max," available at Honolulu Bookstore in the Ala Moana Center. For a more serious treatment, you might read John Reinecke's excellent "Language and Dialect in Hawaii" (1969, University of Hawaii Press).

Hawaii is also beautiful! While we know you are coming for serious business, you didn't put up with sub-zero temperatures all winter and travel all this way to ignore Paradise, did you? Hawaii has a well-organized tourist industry to show you around. Most tours are quite good, and there are no real rip-offs. However, here are a few tips to start you off a few steps ahead of the average tourist, perhaps save you some money, and help ensure that you have a wonderful time while you're here:

*Climate and dress.* The weather in May (and most of the year) is sunny, warm to hot and rather humid, but cooled by trade winds and ocassional sun-showers. Almost everyone dresses in a relaxed and casual resort style. You can pack lightly for your trip. Forget all cold weather clothes (you don't need a sweater); forget rain gear (if it does rain, just enjoy it); forget most of your fancy stuff (high fashion is seldom practiced and little appreciated). The only suit you need is your bathing suit. On the other hand, don't plan to go topless or barefoot off the beach. You can buy aloha wear here, but be warned that men's and women's matching shirts and muumuus are considered gauche and that aloha shirts tend to shrink (buy a size larger than your usual).

*Transportation.* You can stay in Waikiki all week and have a good time, but there's a lot to see and explore on Oahu. Taxis are far too expensive for long trips. Escorted tours are not cheap and may not be to your liking. It's a good

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## ESL IN TEXAS

*Continued from page 1*

tics, 3. Sociolinguistics, 4. Teaching methodology, 5. Culture of the bilingual child, 6. Testing and assessment. One year of teaching experience in a bilingual classroom may be substituted for twelve of the twenty-four hours. All candidates for certification/endorsement must be also tested for proficiency in the child's dominant language.

While certification/endorsement in bilingual education existed, ESL certification/endorsement did not; and that is how matters stood until 1981. Prior to 1981, a growing movement existed for ESL certification/endorsement, fomented, in part, by the State affiliates of TESOL. The birth of the movement can be traced to the first state convention of the TESOL affiliates, which occurred in San Antonio in November 1979. At this convention, at a meeting of the executive officers of the five affiliates, a resolution was offered and passed that the affiliates work toward eventual certification/endorsement of ESL teachers in the public schools. At the International TESOL convention held in San Francisco, Curtis W. Hayes and Don R. Whitmore met with Gina Harvey, who chaired TESOL's standing committee on Schools and University coordination. She suggested that a proposal be drafted for the consideration of the TEX-TESOL affiliates at the next state convention to be held in Austin. The proposal, written by Hayes, entitled "A Rationale for TESOL (ESL) Endorsement for the State of Texas," was presented to the executive officers of the affiliates. John Fanselow, at the time Vice President of TESOL, attended the meeting and offered advice, encouragement, and suggestions/strategies on how best to proceed. The "Rationale," drawing upon the *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States,* published by TESOL, and at the same time reflecting the needs of Texas, was accepted unanimously by the executive officers; a committee on certification/endorsement was designated, and a chairperson selected.

The action of the executive officers at the state convention became moot by events occurring early in 1981. In January 1981, a *Memorandum Opinion* on bilingual education was issued by Judge William Wayne Justice of the United States District Court in Tyler, Texas. The *Memorandum* was issued as a result of *U.S. versus Texas* (Civil Action 5281). The State of Texas was the defendant and the United States, along with the Mexican-American Legal Defense Fund, and other Mexican-American organizations, was plaintiff. In June 1975, the plaintiff had "moved for . . . relief, claiming that Mexican-American students in the Texas public schools were being denied equal educational opportunity as required by law." The plaintiff further requested that the Texas Education Agency "provide all limited English proficiency students with bilingual instruction and compensatory programs, to overcome the effects of the unavailability of bilingual instruction in the past." The *Memorandum* further makes a distinction between bilingual education programs and ESL programs; and argues that ESL programs cannot offer relief:

1. "While the ESL programs, examined in a vacuum, might appear to contribute more educational benefit than harm, it's incongruity with the remainder of the school curriculum renders it inadequate for meeting the special needs of Mexican-American students, at all grade levels of the State's public schools."

2. In the past the state attempted to rectify differences "between the Mexican-American minority and the Anglo majority" by providing an English language development or ESL program in lieu of bilingual instruction. The ESL/English language development program was deemed to be wholly "inadequate." Mary Galvan, testifying for the plaintiff, argued that "an ESL program is ineffective where it is implemented outside the context of a bilingual program."

3. And finally, Judge Justice's *Memorandum* submitted that "English language development programs, widely used in lieu of bilingual instruction, neglect meaningful instruction in cognitive subject areas while they seek to improve proficiency in English."

The remedy for "past injustices" was the following: "Bilingual instruction must be provided to all Mexican-American children of limited English proficiency in the Texas public schools." As a consequence of this ruling, bilingual education was extended through all grade levels.

For various reasons the State of Texas appealed the ruling to the next higher court. While the state was preparing its appeal, the Governor constituted a task force (the Governor's Task Force on Bilingal Education). The mission of the Task Force was to examine the state's bilingual education program and to submit recommendations to the state legislature (which was then in session), to the State Board of Education, and to the Texas Education Agency and/or local school districts.

After a period of study, the Task Force submitted a list of recommendations. It recommended that the legislature should establish and provide funding for

1. Bilingual education from kindergarten through all elementary grades.
2. Bilingual education *or* ESL for the post-elementary grades (through grade 8.)
3. ESL for grades nine through twelve.

The Task Force directed the Commission on Standards for the Teaching of Profession for the State to "review certification standards for transitional language teachers and strengthen the criteria for bilingual education endorsements; and to develop criteria for other types of endorsements such as ESL. . . ."

Adhering to the recommendations of the Task Force, the legislature passed Senate Bill #477, which, in its preamble, affirmed that English is the "basic language of the State of Texas." Public schools then are responsible, the legislature asserted, for "providing full opportunity for all students to become competent in speaking, reading, and writing, and comprehending the English language." Still following the recommendation of the Task Force, the legislature mandated

1. Bilingual education through the elementary grades.
2. Bilingual education, English as a second language, or other transitional language instruction in the post elementary grades, through grade eight.
3. ESL from grade nine through grade twelve.

Furthermore, any program in ESL must be directed and taught by certified/endorsed ESL teachers. The legislature decreed that trained teachers of ESL must have "a teaching certificate with an endorsement for teaching English as a second language" and that "a teacher assigned to an English as a second language or other special language program must be appropriately certified by the agency for English as a second language."

Whether Senate Bill #477 will have sufficient force to satisfy the Appeals Court is still too early to answer yet. What is significant, however, is that a large number of students, who are still experiencing difficulty in English, have had their needs addressed. In the meantime, while a law exists there is still no program available for the certification/endorsement of teachers; but colleges and universities which will have the primary responsibility of offering courses leading to the certificate/endorsement are now holding conferences for the pur-

*Continued on next page*

## ESL IN TEXAS

*Continued from page 3*

poses of responding to the new legislation.

One such conference was this past September at St. Edward's University in Austin. Sister Marie Andre Walsh and the Bilingual Resource Center of the central Texas region called together representatives of various IHE's (Institutions of Higher Education) having bilingual and/or ESL programs; the reason for the conference: "because of recent court decisions and subsequent legislative action in regard to bilingual education, this would seem to be a unique moment for the IHE's to make their voices heard before decisions regarding policy and implementation affecting teacher education are finalized." The St. Edward's conference was entitled "A Round Table Conference on Bilingual Education and ESL Certification." The Round Table had as its mission "to articulate the consensus in the form of standards which can be presented to state policy makers before the decisions are cast in concrete." As a result of the Round Table a "position paper" was prepared and sent to appropriate Texas education authorities.

An additional task of the Round Table was to prepare several programs which would reflect the "intent" of Senate Bill #477. Among programs discussed were those reflecting the TESOL *Guidelines*. . . . The programs submitted generally paralleled the hour requirements of the bilingual education certificate/endorsement, not including additional professional education courses and student teaching for the inexperienced teacher. One such program submitted and discussed at the Round Table is the following:

1. Language acquisition and learning (3-hours)
2. Assessment and evaluation (3-hours)
3. Linguistics and English language structure (3-hours)
4. Culture and society (3-hours)
5. Methods for teaching ESL (12-hours)
   a. Speaking and listening (3-hours)
   b. Reading acquisition and techniques (3-hours)
   c. Writing and composition (3-hours)
   d. Preparation/evaluation of language teaching materials (3-hours)

How fares any program, not just the one above, for the certification/endorsement of ESL teachers in the State of Texas today? Certainly, the prospect of a certificate/endorsement in ESL is brighter than it was one year ago, or even six months ago. Although we have not touched upon the matter, another question might be: what are the political ramifications of having an ESL certificate/endorsement coupled with the existing bilingual certificate/endorsement? The question may be partially answered if we consider the welfare of the children and older students that we all are charged with teaching. All of us, whether we are teaching in bilingual programs or ESL classes, want better education for all students, better language proficiency in all skill areas, as well as increased opportunities to prosper in school and to succeed in life after formal education. The above wish may smack of a cliché, surely; but the cliché still holds truth. In the history of both TESOL and the National Association of Bilingual Education, leaders from both have addressed the issue of the compatibility of ESL with bilingual education. James Alatis of TESOL and Albar Peña of NABE have been two such advocates. Proficiency in two languages has been the desire of both organizations. That desire still stands today. In Texas, because of recent court action and subsequent legislation, the needs of limited English proficiency students now have the chance of being met, in classrooms staffed by faculty professionally prepared to teach ESL. The certificate/endorsement continues to be addressed by various education agencies in the state. While the implementation of Senate Bill #477 seems a long way off, it is still early for those of us who have been working for an ESL certificate/endorsement in a state having such a great need. □


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# NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

## A CALL FOR PAPERS

### SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE TEACHING

The Graduate Linguistic Club and the English Language Center of the University of South Florida are happy to sponsor a two-day conference on Friday, June 11 and Saturday, June 12, 1982. The conference will focus on varied aspects of second language acquisition and second language teaching. The purpose of the conference is twofold: It will give the participants the opportunity for discussion and interaction which will lead toward a clearer understanding of the theories and research in second language acquisition. It will also provide a format within which ideas and approaches to language teaching can be developed and exchanged.

The desire of the organizers is to have papers from all relevant disciplines, including linguistics (theoretical and applied), TESL, sociolinguistics, psycholinguistics and education. These will address the current issues related to second language acquisition and second language teaching. Our desire is to encourage wide participation; therefore, papers that have been previously published or presented to other conferences are entirely appropriate.

Presentation abstracts (not exceeding 500 words) should be submitted to the address below by May 1, 1982. Shortly thereafter each person will be notified of the results. Presentations will be limited to 45 minutes (or less), with a 10-minute discussion period allowed for each presentation. Information and Abstracts: Elizabeth J. Weed, Conference Coordinator, Linguistic Club, Linguistics Department, LET 293, University of South Florida, Tampa, Florida 33620, (813) 974-2796. □

## JAPAN EXCHANGE

Have you ever thought of hosting Japanese teachers (rather than high school students) in the schools under your supervision? The Colorado schools were the first sponsors of our School Internship Program, and presently ten states are participating, with ten more states interested in future participation. Under this program, Japanese teachers and prospective teachers from various parts of Japan, such as Tokyo, Osaka, Kyoto, Kyushu and Hokkaido would visit schools in your state, not for a short sightseeing visit, but for a three-month period, extendable to an entire school year if agreeable to all concerned parties. These visitors would participate in actual classroom routine with their American counterparts, under the supervision of a host teacher, exchanging views on teaching methods, discipline problems, dropouts, and discussing such things as Japan's notorious entrance examinations and other items of mutual interest.

The host state department of education (or school, or school district, as the case may be) is requested to place the visitors in a conveniently located good family with the cooperation of local newspapers, Rotary, Kiwanis, Lions, and/or other goodwill organizations.

This program concurs with the perspective of Senator Fulbright that "It is through the exchange of persons that nations become people." Yoshikazu, Ikeda, Director, School Intership Program, 7-5-4 Koyama, Shinagawa-ku, Tokyo 142 Japan. □

## CATASTROPHE MEDICAL INSURANCE AVAILABLE TO TESOL FAMILIES

Teachers of English to Speakers of Other Languages is offering TESOL members the opportunity to acquire low-cost extended medical coverage for themselves and their families through the TESOL One Million Dollar Catastrophe Major Medical Insurance Plan.

A catastrophic accident or illness can be devastating, creating tension and frustration as medical bills pile up, often wiping out a family's savings and pushing them deeply into debt. The Plan provides protection from the financial stress of an intensive or long-term hospital stay with 100% coverage of all eligible expenses after the deductible has been met—up to $1,000,000 over 10 full years.

Because it is designed as a supplement to basic hosiptalization or major medical insurance, it has a $15,000 deductible.

TESOL sponsors this plan with more than 10 other educational associations, joined together to take advantage of low group insurance rates. The high deductible, along with the mass-purchasing power of over 250,000 education professionals work together to keep premiums low.

During this Special Enrollment Period, all members under age 65, their spouses and all unmarried dependent children from birth to age 25 are guaranteed acceptance to the Plan. Members will receive full enrollment information through the mail.

This special offer is only available for a limited time, however. Acceptance can only be guaranteed until the end of the enrollment period on June 15, 1982.

More details can be obtained by writing the TESOL Insurance Administrator, Albert H. Wohlers, & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068, or call (312) 698-2221. □

## THE INDIANA ASSOCIATION FOR BILINGUAL EDUCATION

will be celebrating its' second annual conference on April 30-May 1, 1982. Dr. Muriel Saville-Troike will be this year's conference plenary speaker. Roberto Cruz, President Elect of NABE will present the keynote address. The theme of the conference will be, "The Bilingual Learner and this Community: A Partnership in Education." The conference will be held at Purdue University, West Lafayette, Indiana. For more information contact Mrs. Donna Hernandez at (317) 743-9897. □

## IN MEMORIUM TO DAVID DECAMP

### A Call for Papers

An issue of the Linguistic Association of the Southwest (LASSO) journal will be dedicated in honor of the late David DeCamp. Dr. DeCamp's professional accomplishments and wide interests in linguistics and TESOL, his work at the Center for Applied Linguistics, and his dedication to his students earned him the respect and affection of those who knew him. Papers are solicited from both colleagues and former students and will be published in a fall issue of the LASSO journal. Manuscripts should be no more than 25 pages, double spaced. LASSO follows the Linguistic Society of America style. The deadline for manuscripts is October 15, 1982. Send to Dr. James Cook, Dept. of English, World Literature, Towson State University, Towson, MD 21204. □

## PROJECTIONS OF NON-ENGLISH-LANGUAGE-BACKGROUND AND LIMITED-ENGLISH-PROFICIENT PERSONS IN THE UNITED STATES TO THE YEAR 2000

The non-English-language-background (NELB) population in the United States is estimated to have increased from 28 million persons in 1976 to 30 million in 1980 and is projected to rise to 34.7 million persons in 1990 and 39.5 million in the year 2000. The total number of limited-English-proficient (LEP) children ages five to fourteen estimated for 1976 is 2.5 million, with a drop to 2.4 million in 1980 and a gradual increase to 2.8 million in 1990 and 3.4 million in 2000.

These are among the findings from a recent study conducted for the National Center for Education Statistics (NCES). The purpose of the study was to make demographic projections of the LEP population in the United States for the years 1980, 1985, 1990, 1995, and 2000, using 1976 as the base year. NELB projections were also made because they are a prerequisite for LEP projections.

In this study, non-English-language-background persons are those whose usual or second individual language, usual or second household language, or mother tongue is other than English, whether or not they usually speak English. Limited-English-proficient persons are those who are of NELB background who are also limited in English proficiency.

A major advance in the science of demographic projections was made in the use of the Cohort Component Prevalence Rate Method, based on the Census Bureau's cohort-component method and standard prevalence rate techniques. Due to the lack of reliable data, the projections cannot take into account such demographic changes as the Cuban sealift of 1980, the Indochinese refugee influx of the late 1970s, or the immigration of undocumented Hispanics of the last decade. Nevertheless, the results represent the only in-depth information about the number of LEP persons—by age, state, and language group—either currently in the United States or projected for the rest of the century. Of course, the results presented show anticipated and not actual changes in number. The actual figures are not entirely predictable due to unexpected

*Continued on next page*

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changes in fertility, mortality, and migration patterns.

*NELB Results by Language:* The Spanish NELB population increases from 10.6 million (38 percent of the total) in 1976 to 18.2 million (46 percent) in 2000. The Asian NELB population increases from 1.8 million to 2.3 million. The combined non-Spanish/non-Asian NELBS increase from 15.5 million to 19 million. Growth of the Spanish group (by 7.6 million) accounts for two-thirds of the total growth of the NELB population (by 11.5 million).

*LEP Results by Language:* Spanish, Asian, and non-Spanish/non-Asian LEPs all experience slight declines during the decade of the 1980s but are projected to rise strongly or return to the original level until the year 2000. Between 1976 and 2000 there is an increase of 880,000 LEP persons; of this number 840,000, or 95.5 percent, are in the Spanish LEP population. Spanish LEPs move from 1.8 million, or 71 percent, of all LEPs in 1976 to 2.6 million, or 77 percent, of all LEPs in 2000. There are approximately 130,000 Asian LEPs in both 1976 and 2000. Non-Spanish/non-Asian LEPs are at 600,000 in 1976 and 2000. LEP-to-NELB ratios (LEP rates) vary considerably by language, with the highest LEP rates (0.75) found among Spanish and Vietnamese populations and the usual range being from 0.41 to 0.53. □

## BILINGUAL EDUCATION: CONTRIBUTING TO SECOND LANGUAGE PROGRAMS IN THE ELEMENTARY SCHOOLS

by Elaine Rand
*NCBE Senior Information Analyst*

According to the President's Commission on Foreign Language and International Studies, "the final act of the Helsinki Accords commits the signatory states 'to encourage the study of foreign language and civilization as an important means of expanding communication among peoples.'" The commission believes that this agreement, signed by thirty-five nations, gives educators in the United States the mandate and obligation to expand foreign language programs, especially at the elementary school level.

Although many foreign languages in the elementary school (FLES) programs were established in the 1960s, most have not survived. But now a second generation of foreign or second language programs in elementary schools is blossoming across the United States. According to state-level foreign language supervisors responding to the National Clearinghouse for Bilingual Education (NCBE) recently, many states once again have introduced foreign language programs at the elementary school level.

Why is the elementary level so important? When young children acquire foreign or second languages, not only can they develop better pronunciation than older learners, but they are also able to profit from a curricular program over the longer period needed to achieve proficiency in an-

*Continued on next page*


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other language. The President's Commission report urges that "language study begin in the early grades, but note[s] that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers and the careful integration of early language instruction with higher levels of study."

Today's programs generally fall into one of the following four categories:

FLEX (foreign language experience) introduces children to the sounds and phrases of the second language and to that language's culture(s). It gives students an introduction to a second language, but does not have proficiency as a goal.

FLES emphasizes oral language skills supplemented by language textbooks. FLES programs lead to limited conversational skills and some introduction to the culture of the target language group, but they do not usually lead to communicative competence because of limited hours of instruction each week.

Magnet school programs, running from one to three hours daily, teach the second language through content subjects. These programs develop different degrees of communicative competence, depending on their intensity.

Total immersion programs as the name suggests, provide instruction in all subjects in the target language, including initial literacy. English reading and writing are delayed, usually until second grade. After several years in an immersion program, children can be proficient in all four language skills of the second language and conversant with its culture.

Although not a foreign language program, bilingual education is geared to developing proficiency in all aspects of two languages, both of which are used by the child in his or her environment. The second language is used from one to three hours daily in all subject matter, and culture is an integral part of these programs.

The first necessary ingredient in providing students with communicative competence in a second language and an understanding of its culture is the bilingual teacher. This teacher has competence in the linguistic aspects of both English and the second language, and an in-depth understanding of the two cultures involved. In addition, today's bilingual teachers are certified elementary teachers and thus are experienced in teaching methodology appropriate to the psychological and developmental needs of young children. The teachers already trained, and those being trained now in bilingual education, could be effective teachers of a foreign or second language to English-speaking children. Such professional second language teachers could do much to increase the interest and participation of children and parents in FLES or SLES (second language in the elementary school) programs.

Today's FLES/SLES programs have the advantage of access to bilingual education materials developed for the elementary school in both language and content subjects in a variety of languages. Reading and social studies materials used in bilingual education programs are a rich source of cultural information about minority language speakers in the United States. They can provide English-speaking children with a greater understanding of their peers who speak a non-English language. Bilingual education materials deal specifically with the background, attitudes, vocabulary, and present culture of these groups as they exist in the United States. The value of U.S. children learning a second language that is spoken in the United States is thus increased by studying the culture that accompanies the language. Additionally, bilingual education resources for FLES or SLES programs include the services and products of NCBE and the expertise of bilingual offices of the state education agencies (names and addresses are available from NCBE). *(Ed. Note: See the article on page 31.)*

FLES/SLES programs could be carried out in as intensive a manner as a school may wish. By using the resources and experience developed in more than ten years of bilingual education in the United States, these programs could help English-speaking children not only to learn to communicate with the outside world, but also to develop their understanding of and communication with others in this country.

As Congressman Paul Simon of Illinois pointed out in a bill (H.R. 3231) recently introduced in the House of Representatives, "the educational institutions of the Nation should provide students with an understanding of the history and culture which influence the perspectives, values, and attitudes of the people of other countries. . . ." As culture is an integral part of a language, studying language and culture together can lead to a better understanding of other peoples. The President's Commission placed the matter in terms of national priorities, saying that it "believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete." The resources of bilingual education, both human and material, can contribute to today's FLES or SLES programs that seek to meet these educational needs. □

## CFA SUPPORTS TESOL ACTION

The Congress of Faculty Associations (CFA) has expressed encouragement and moral support for TESOL's efforts to ensure that ESL is taught by qualified teachers. CFA is a consortium of associations including AAUP and NEA, among others.

Robert E. Phelps, CFA Executive Director, sent to TESOL's Executive Secretary Alatis, on Jan. 15 a resolution approved by the Delegate Assembly of CFA. That resolution commends the members of TESOL for "their affirmation of the long established and validated tradition that English as a second language be taught by teachers qualified in the discipline. . . ."

CFA leaders want to be informed of further actions taken by TESOL, Phelps said. The Congress's action is a response to the resolution passed unanimously by the Legislative Assembly of TESOL in Boston in 1979. CFA adhered closely to the TESOL wording in their own resolution, which follows:

*Whereas*, the need for qualified and experienced ESL teachers is self-evident for meeting the needs of students whose first language is not English, and

*Whereas*, the established criteria of native-speaker competency in English and expertise in the processes of acquisition of English as a second language by students of diverse educational, cultural and linguistic backgrounds are of first importance in assisting non-native English speakers to achieve their full potential, and

*Whereas*, the right of the learner of English as a second language to the best and most informed language instruction is a natural right, then therefore be it

*Resolved*, that the CFA Delegate Assembly commend the membership of TESOL for their reaffirmation of the long established and validated tradition that English as a second language be taught by teachers qualified in the discipline, and condemnation of the replacement of removal of such teachers by personnel untrained and unqualified in the teaching of English as a second language wherever this practice is occurring, and be it further

*Resolved*, that a copy of this resolution be forwarded to the International TESOL Special Interest Group. □

## 1982 AMERICAN BUSINESS CHALLENGE SCHOLARSHIPS FOR FRENCH, GERMAN, JAPANESE, AND SPANISH MAJORS

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**Northeastern Illinois University**
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## NEW MA PROGRAM AT USC

Providing an opportunity to gain a Master of Arts in Applied Linguistics while teaching international students, the University of Southern California has announced a new M.A. program jointly sponsored by The American Language Institute and the Department of Linguistics for those seeking careers in second language teaching.

Courses in the program include the following: Structure of English, Structure of Language, Second Language Learning and Teaching, Applied Linguistics in Course Design and Materials Preparation, Sociolin-

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guistic Aspects of Second Language Acquisition, Psycholinguistic Aspects of Second Language Acquisition, and Experimental Methods in Applied Linguistics. Most students are expected to complete the M.A. in two years if they are also graduate teaching assistants.

Joint American Language Institute and Department of Linguistics faculty are: Eugene J. Briere, Fraida Dubin, David D. Eskey, Robert B. Kaplan, Stephen D. Krashen, William E. Rutherford, and Jacquelyn Schachter.

Graduate assistantships in The American Language Institute offer a stipend and full tuition remission. For assistantship information, write: Director, American Language Institute, JEF 245, University of Southern California, Los Angeles, CA 90007. For program information, write: Coordinator, Master of Arts in Applied Linguistics, Dept. of Linguistics, GFS 301, University of Southern California, Los Angeles, CA 90007. □

### PHILIPPINE LANGUAGE INSTITUTE ANNOUNCED

A Philippine Institute in Language and Culture will be held Summer 1982. The Summer Institute is funded by the Office of International Education, US Department of Education. The Institute which runs from June 14 through August 8, 1982, focuses on

*Continued on next page*


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For over a decade, the American Language Academy has been in the forefront of ESL/ESP instruction and innovation, with programs throughout the United States at the university, secondary, and primary school levels.

The American Language Academy is now pioneering microcomputer-based CAI – Computer-Assisted Instruction – in the field of ESL. Students at all ALA programs are now using CAI materials in our new Computer Learning Centers. ALA's educational software includes interactive learning modules in general and special purpose ESL to supplement existing curricula.

The American Language Academy will conduct seminars on CAI in 1982, providing opportunities for professionals in the field of ESL to learn about the operation and applications of microcomputer-based CAI. To ensure adequate individualized attention and access to computers, enrollment will be strictly limited. For more information, please write:

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## NEWS-ANNOUNCEMENTS-PROGRAMS-REPORTS

*Continued from page 8*

learning to speak Tagalog or Ilokano, as well as learning about Filipinos, their country, values, political situation and literature. The students will earn a maximum of 13 credit hours by the end of the Institute. The Institute will charge $20 per credit for residents and $30 for non-residents of Hawaii.

Several scholarships are available to language teachers and graduate students throughout the United States. Three outstanding applicants for Tagalog study from the US mainland will receive a stipend of $1,000 plus tuition and fees. Partial scholarships will be given to Hawaii applicants for the study of Ilokano or Tagalog.

Applicants who currently teach language or who are graduate students intending to use either Tagalog or Ilokano in their research or teaching will be given preference.

Applications should be addressed to: Teresita V. Ramos, Co-ordinator, Department of Indo-Pacific Languages, University of Hawaii at Manoa, Honolulu, Hawaii 96822. □

### STANFORD SUMMER INSTITUTE

Stanford University School of Education announces the Stanford Institute for Teachers of English as a Second/Foreign Language (SITE) to be held August 1-27, 1982 on the Stanford campus. SITE provides an update on second language acquisition research and second/foreign language teaching methods and materials. It is designed for teachers of English as a second/foreign language from around the world as well as teachers of other foreign languages, teacher trainers, and students in teacher training institutions.

Faculty members are: Judith Chun, Director; Ann Fathman; Robert L. Politzer.

The registration fee (including seminar participation, guest lectures, school visits, and teacher demonstrations) is: $850 for applications received by May 1, 1982; $900 for applications received after May 1, 1982.

The room and board fee (including housing on the Stanford campus in student residences with shared bath facilities and three meals a day, five days a week) is: $855.50 for a single room; $747.50 for a shared double room.

APPLICATION DEADLINE is May 1, 1982. Enrollment is limited.

For further information, including application forms, contact: Judith Chun, Director, SITE, School of Education, Stanford University, Stanford, California 94305, USA. Phone: (415) 497-2109. □

### TEACHING SCIENTIFIC AND TECHNICAL ENGLISH TO NON-NATIVE SPEAKERS

**July 26 - July 30, 1982***

Principal lecturers: Thomas Huckin, Leslie Olsen, John Swales

Other lecturers: Dwight Stevenson, Alton Becker, Deborah Keller-Cohen, Larry Selinker

This intensive course is designed for teachers of foreign technical students in intermediate and advanced English or ESL courses. (Approximately 70% of all foreign students in the US pursue degrees in science and technology.)

The primary focus of the course will be on the written English of Science and Technology (EST), and particularly on: 1) Problems in Learning to Use EST Discourse, 2) Functions of Important Rhetorical and Linguistic Constructions in EST Discourse, 3) Methodologies for Teaching EST Discourse, 4) Curriculum Design.

Fee—The registration fee for the course or any part of it is $400.00 per person. This fee covers tuition, and all course materials, as well as a daily continental breakfast, a picnic, and other social activities. The fee is payable in advance and should accompany the application in the form of either a personal check or institutional billing instructions. Early application is recommended.

For further information—contact Ms. Barbara Cox, Conference Coordinator, Department of Humanities, College of Engineering, The University of Michigan, Ann Arbor, MI 48109; telephone (313) 764-1420.

* This conference will also be offered at the Technical University of Aachen, Aachen, Germany, September 6-10, 1982. □

### SUMMER SEMINAR IN CHINA

Thomas and Janene Scovel, University of Pittsburgh, are leading an 18 day study-tour of the PRC from June 18 to July 7, 1982. This "summer seminar" will focus on educational institutions at four locations: Shanghai, Jinan, Beijing, and Xian, and will include lectures presented by Chinese educators. Tours will be taken to popular sites such as the Great Wall and the archaeological excavations at Xian, and there will be an opportunity to visit Confucius's birthplace and to climb Tai Shan mountain in Shandong province. Cost will be approximately $2400. For further information contact Office of Special Programs, University Center for International Services, 4G15 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260 Telephone: (412) 624-1208.

### ESL INSTITUTE IV FOR TEACHERS AND FOR TRAINERS OF TEACHERS

**May 31 - June 25, 1982**

Courses: Psycholinguistics ESL 5013 & Second Language Teaching Methods ESL 5053. Faculty: Dr. Carolyn Kessler, Dr. C. W. Hayes, and Dr. Courtney Cazden of Harvard University (last week of institute). Previous faculty have included: Dr. James Alatis, Dr. Alice Pack, Dr. Roger Shuy, Dr. John Schumann, Dr. John Fanselow, Dr. James Asher, Dr. Stephen Krashen, Dr. Merrill Swain, Dr. Eugene Briere, Dr. James Cummins, Dr. Frank Smith, and others. For information and application, write to Dr. C. W. Hayes, Bicultural-Bilingual Studies, University of Texas, San Antonio, Texas 78285. □


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# JOBS/ASSISTANTSHIPS

**Indonesia, Jakarta.** An ELS International Licensed English Language school. Employer is ICC International, an international consulting firm involved in educational, business, and cultural programs. ELS International owns and licenses English language schools throughout the world. Instructors, Academic Director, and Center Director. Four-week sessions. Some teacher training of host country nationals. Responsible for planning, teaching and evaluating assigned classes in accordance with Academic Director's curriculum plan, maintenance of class records, and some administrative paperwork. First rate facilities and materials. Rigorous schedule. Minimum: BA/BS with 18 months' experience in intensive EFL/ESL program; experience at variety of levels & courses; positive and flexible attitude. Preferred: MA in TEFL/Applied Linguistics; 3 years' experience; some overseas work. 12 month, 18 month and 24 month contracts available. $14,400-16,000 depending on qualifications. Bachelor accommodations provided with utilities at employee's expense. Also provides air transportation round trip to Indonesia plus transportation to and from work daily. Vacation, sick leave, and insurance plan. Taxes only 7.5-10%. Orientation in California. On Site: Mid February in Indonesia. To Apply: Send resume and references to: Ms. Leslie Patton, ELS International, 5761 Buckington Pkwy., Culver City, CA 90230. Phone (213) 642-0982. □

**Berkshire School, Sheffield, MA.** The Foreign Student Program at Berkshire School, a private, co-educational secondary school in Western Massachusetts has two anticipated openings for the 1982-83 school year.

*Director.* Duties: recruiting and admission of foreign students, curriculum design for, supervision of and some teaching of E.S.L. courses, student advising, and dormitory and ancillary duties. Qualifications: M.A. or M.A.T. in E.S.L. or Linguistics, several years' E.S.L. teaching experience. Preferred: fluency in a foreign language, overseas teaching experience, administrative experience. Salary and Benefits: salary is competitive and will depend upon educational background and experience; benefits include housing and utilities year round and board during the school year.

*E.S.L. Instructor.* Duties: teaching 4 or 5 sections of E.S.L., materials development, student advising, athletic coaching or supervision, dormitory and ancillary duties. Qualifications: 2 years, E.S.L. teaching experience. Preferred: fluency in a foreign language, overseas teaching experience. Salary and benefits: salary is competitive and will depend upon educational background and experience; benefits include housing and utilities year round and board during the school year. Inquiries should be addressed to: Robert Brigham, Dean of Faculty, Berkshire School, Sheffield, MA 01257 (413) 229-8511. □

**King Faisal University, Saudi Arabia.** Qualified applicants sought for teaching intensified English courses to Saudi students enrolled in the Colleges of Medicine, Architecture, Veterinary Medicine, Agriculture and Home Economics of King Faisal University. Positions available September 1982. M.A. or Ph.D. degree with TESOL experience preferred. Salaries: Commensurate with degree and experience. Benefits include free furnished housing, educational allowance for four children, air tickets to and from Saudi Arabia once a year for husband, wife and two children, 60-day paid summer holiday. No Saudi income tax. Please send complete resume, including daytime telephone numbers, and the names of three reference to: Dr. Omer Abdelrasoul, Director of English Language Center, King Faisal University, U.S. Recruiting Office, 2425 West Loop South, Suite 540, Houston, Texas 77027. □

**South Africa.** In conjunction with the Language Teaching Institute of the university, our department contemplates submitting an application to the authorities for a *visiting lecturer for two months for 1983.* (These matters usually have to be planned a year in advance.) Such a visiting lecturer receives the usual remuneration afforded at most South African universities i.e. the *air passage and a subsistence allowance based on the maximum salary of a professor.*

The visiting lecturer would be expected to lecture and conduct tutorials in this department to teacher trainees (primary and secondary) on the methodology of English L2 and to assist in tutorials with the post-graduate students in communication: English for second-language speakers in the teaching profession.

The Institute for Language Teaching is at present drawing up computer-based (PLATO) courses. I am involved in two of these programs: one a course in beginners' English for black industrial workers, the other English for science students at State universities (predominantly black students).

For *lecturers* interested in a *two-month visiting fellowship,* most likely for the *latter part of 1983.* Unfortunately *application must be submitted early in 1982* and to do so we need the *details and curriculum vitae* of those interested. The Institute also has something to say about the matter and consequently a joint application will have to be made.

Write to Dr. W. E. Trengrove, Dept. of English, University of Etellenbosch, Suid-Afrika/South Africa. □

**University of Florida-Gainsville.** Part-time Lecturer positions possibly available at the English Language Institute, University of Florida, Gainesville, FL, starting August, 1982. 15 to 20 hours in class each week. One semester appointments. Renewable on the basis of ELI enrollment and teacher performance for one additional semester. Rank: lecturer. Non-tenure. $2500 to $3000 per semester. Master's in TEL or related field. Teaching experience. Letter of application, resume, and 3 letters of recommendation should be sent to Dr. Jayne C. Harder, Director, ELI, 313 Norman Hall, University of Florida, Gainsville, FL 32611. Deadline for application: June 1, 1982. □

**Iowa State U., Ames.** *One to three non-tenure track positions* anticipated for 1982-83 in the Intensive English and Orientation Program. *Adjunct Assistant Professor,* 3-year renewable appointment. Requirements: Ph.D. or equivalent in TESL or related field and at least 1 year teaching experience, preferably in an intensive English program. Overseas experience highly desirable. Salary (11-months) $18,000 minimum plus fringe benefits. *Adjunct Instructor,* 1-year renewable appointment. Requirements: M.A. or equivalent in TESL or related field and at least 1 year teaching experience, preferably in an intensive English program. Overseas experience highly desirable. Salary (11-months) $16,000 minimum plus fringe benefits. Both appointments begin 23 August 1982. Application deadline 1 May 1982. Send both application letter and *vita.* Roberta Vann, Program Executive Officer, IEOP, 339 Ross Hall, Iowa State University, Ames, Iowa 50011. □

**International Study Programs.** Locations: Boston, Florida (St. Petersburg, Miami, West Palm Beach), California (San Diego, Los Angeles, San Francisco).

1. *ISP Field Director.* Responsibilities: Manage three-to-five week Youth English camp. Responsibilities include hiring teaching and recreational staff, organizing and supervising English Program and afternoon and evening recreational program. Organize and coordinate weekend excursions. General Administration. Salary: $300 to $400 per week depending upon qualifications. The position is a live-in position and room and board is included for the duration of the program. Reimbursement of-out-of pocket expenses, transportation, etc. Dates: June thru August, 1982 depending on program. Qualifications: Experience in management, youth work, ESL instruction and international education. Language ability in Spanish or Portuguese preferable.

2. *ESL Instructors.* Responsibilities: Teach three to six hours of ESL conversation-oriented class per day, Monday through Friday. Salary: Open to negotiation. Dates: June thru August, 1982, depending on the program. Qualifications: Experience in ESL instruction.

3. *Activities Coordinators.* Responsibilities: To organize recreational and cultural activities for Youth English Program. Assist the Program Director in administration of program. Salary: $300 to $350 per week plus room and board. The position is a live-in position. Dates: June thru August, 1982 depending on the program. Requirements: Experience in youth recreation and some management experience. Interest in international students.

4. *Recreational leaders, tennis instructors and arts & crafts and ceramic instructors.* Responsibilities: To work part time organizing recreational activities, teaching tennis, teaching arts & crafts or teaching ceramics. Salary: Open to negotiation. Dates: June thru August, 1982 depending on the program.

For further information Write: Director of Personnel, International Study Programs, 1137 Second St., Suite 209, Santa Monica, CA 90403 or call: (213) 393-7206. □

*Continued on page 12*

## JOBS/ASSISTANTSHIPS

*Continued from page 11*

**C.C.A.A. (Centro de Cultura Anglo Americana), Brazil's** largest chain of ELT schools seeks EFL materials writer(s) for its Research/Planning/Production Department. Duties will center on revising existing materials, writing new courses (texts, lesson plans, workbooks, tests) and supervising other materials writers. Candidates must be American with extensive experience in EFL/ESL teaching and materials writing, M.A./Ph.D. in TEFL/applied linguistics, plus overseas teaching experience, preferably in Latin America. Competitive salary. Send C. V. to: Teaching Department, C.C.A.A., Rua Dr. Bulhões 947, Rio de Janeiro, 20730 Brazil. Can meet personally with those candidates attending TESOL convention in Hawaii. □

**Ontario Institute for Studies in Education.** The Modern Language Centre has a position available for a post-doctoral fellow to initiate and conduct independent research in the context of a five-year study of the development of bilingual proficiency funded by The Social Sciences and Humanities Research Council of Canada.

The study incorporates the perspectives of educational linguistics, linguistics, psycholinguistics, and sociolinguistics to examine the development and use of language proficiency by children in bilingual or multilingual educational settings. The intention is to construct a model of language proficiency and consider the relationships among the constructs in the model for bilingual children. [In particular, the role of social, individual, and instructional variables are being investigated for their effect on the development of those constructs of language proficiency.]

The position will be available for six or twelve months in 1982. A Ph.D. in the disciplines listed above or in a related field is required.

Apply to Dr. M. Swain, Modern Language Centre, Ontario Institute for Studies in Education, Toronto, Ontario MA 1V6. □

**City College of New York (CUNY).** Two full time tenure track positions in ESL at the assistant professor level in the department of special programs beginning September 1, 1982, doctorate in ESL, applied linguistics, linguistics, or a related field required, applicants must also have previous experience in college teaching, program development or management, salary commensurate with qualifications and experience, submit curriculum vita by 4-12-82 to: Dean George McDonald, Department of Special Programs, the City College of CUNY, Convent Ave. at 138th Street, New York, NY 10031. Phone 212-690-6640. □

**Tokyo, Japan.** Japanese American Conversation Institute. Authorized as non-profit corporation in 1948 by the Ministry of Education, JACI has continually expanded its activities in adult education.

Applications are now being considered for two-year positions involving full-time instruction (minimum of 21 hours per week) to business people and government officials. Qualifications: MA, or MBA, in one of the following preferred fields: TESL/TEFL, Communications, Linguistics, or Business Administration. Preferably 2-3 years TESL experience with college-level students. Qualified applicants should submit a current resume, transcripts of all graduate and undergraduate course work and the names of three references to: Takashi Suzuki, Japanese American Conversation Institute, 21, Yotsuya 1-chome, Shinjuku-ku, Tokoyo, Japan 160. □

**University of Florida.** Possible opening starting in August, 1982, for full-time lecturer at the English Language Institute, University of Florida, Gainesville, FL. 15 hours in class each week. $10,000 to $12,000. 2-semester appointment with summer employment available. Renewable on a yearly basis depending on performance and ELI enrollment. Non-tenure track. At least one year of classroom teaching experience and Master's in TESL or related field. Send letter of application, resume, and 3 letters of recommendation to Dr. Jayne C. Harder, Director, ELI, 313 Norman Hall, University of Florida, Gainesville, FL 32611. Deadline for application: June 1, 1982. Affirmative Action and Equal Opportunity Employer. □

*Continued on next page*


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## JOBS/ASSISTANTSHIPS

*Continued from page 12*

**Japan.** "Prospective TEL applicants look for ad in the Convention Daily, regarding teaching positions in Japan, for Kobe Steel, Ltd., contact Dale Young, April 29 to May 7, TESOL Convention 1982, Hawaii."

**Sangamon State University** is seeking a specialist in teaching English as a second language (ESL) to work in a Learning Center setting to provide individualized, small-group, and class instruction to international students. This is a non-tenure-track position; salary range $14,000 to $16,200 depending on qualifications. Excellent interpersonal skills and ability to use and to teach standard written and oral English are required. Master's degree with major in linguistics or ESL education and two years' experience teaching ESL in secondary or post-secondary education required. Applicant should be sensitive to the learning styles and educational systems of various internationals, especially those of Asian and Arabian students.

Located in the state capital, Sangamon State University offers courses at the junior, senior, and master's levels. It enrolls approximately 4,000 students who are diverse in age, background, and experience. It is committed to liberal arts, public affairs, quality teaching and advising, and responsible innovation. Send vita and three letters of reference by March 10 to Dorothy Godsoe, Director of the Learning Center, F-50, Sangamon State University, Springfield, Illinois 62708.

**Soviet Union.** TESOL Teachers: US-Soviet Teachers' Exchange Program offers 10-week opportunity to teach English to Soviet students in Soviet schools, secondary through college levels, September to November 1982. Russian language ability desirable. For more information contact: C. Turner, Special Programs Administrator, AFS, 313 East 43rd Street, New York, NY 10017.

**The Spring Institute for International Studies in Denver,** Colorado is accepting applications for EFL teaching positions. The Institute operates three intensive English programs for foreign students in Colorado (in Denver, Littleton, and Greeley). We are soliciting applications for full-time permanent teachers for the regular year-round program. Applicants should have an MA in TEFL or a related field, several years experience as well as background and interest in cross-cultural education. The Spring Institute is a growing organization started by a group of senior professional educators. We are interested in teachers who are excited by the challenge of developing a young institution. The starting salary is $1050 per month for three preparations a day or $1200 for four preparations plus medical benefits and life insurance. We are also seeking teachers for several Summer sessions. Two month-long special sessions for adults will be

*Continued on page 28*

### KINGDOM OF SAUDI ARABIA
### KING SAUD UNIVERSITY
(Formerly University of Riyadh)

King Saud University invites applications for EFL/ESL language instructors and lab. technicians for the 1982-83 academic year. Some faculty positions are available (Professor, Associate and Assistant Professor) for persons with long and sufficient experience as EFL programme developers, material writers, testing and evaluation specialists.

**QUALIFICATIONS**

I Faculty: Applicant should hold Ph.D. or equivalent qualification or obtained the academic title from a University recognized by King Saud University.

II Language Instructor:
1. A Master's degree in TEFL/TESOL
2. Or a Bachelor's degree and a diploma in ELT with no less than one year ELT experience.
3. Or a Bachelor's degree in English with no less than three years experience.

III Technicians: Should hold a Bachelor's degree and have no less than three years experience.

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Director of C.E.L.T.
College of Arts
King Saud University
P.O. Box 2456
Riyadh, Saudi Arabia

Applicants are requested to include their address and telephone number so that they can be advised of the results.

# IT WORKS

**Edited by Darlene Larson**
*New York University*

## WHERE DO I PUT IT?

**Mary Ann Christison**
*Snow College*

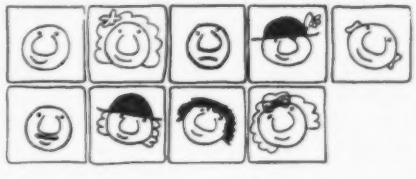
**Sharron Bassano**
*Santa Cruz Adult School*

Understanding directions and space relationships are often exceedingly difficult parts of language learning. The meaning of many phrases is relative, not absolute, making aural comprehension difficult. In addition, instant understanding is essential, placing even more demands on the second language learner. If students are going to succeed in meeting these demands, they need practice in developing these skills. The challenge is in finding ways to provide sufficient communicative practice in the language classroom.

Most workbooks for improving listening comprehension provide numerous activities for students to practice following directions in response to teacher directed dictation exercises. They do not, however, suggest ways in which these activities may be adapted for students to direct the activities and interact with each other. What follows is a description of a method which makes this possible. It requires very little preparation for the teacher and can be used in understanding directions and in practicing space relationships and selected vocabulary items. It provides students with opportunities to use the language both receptively and productively.

*Procedure*

Divide students into pairs and seat them back-to-back. Give all the students a piece of paper and have them fold it into nine squares which open out to form a gameboard. Then give both of the partners an identical set of nine picture cards similar to the ones below.



Tell the students they must place the pictures on the gameboards in exactly the same positions, but they must not look at each other's boards or pieces. Have one student be the speaker, the other, the listener. The speaker describes

*Continued on next page*

*Continued from page 13*

the pictures, tells the listener where to place them, and places his or her own in the same spot. When all the pieces are in place, students compare, discuss, and then switch roles. Changing partners is a good idea before trying the activity again.

This lesson gives practice with the idea of horizontal rows (the top, the second from the top, etc.), vertical columns (the far left, the second from the left, etc.), and flat positions (upper left, lower right, etc.). Students could fold their papers to practice vertical columns and horizontal rows first before putting both concepts together for the flat positions.

Other variations are also possible. Have the students fold their papers into fifteen squares. This provides practice in using a different method to describe the flat positions. With the nine-square gameboard, each square has a specific name, i.e., lower right, middle right, upper right, etc. For the fifteen-square gameboard, instructions must be given in rows and columns. For example, fifteen squares with three rows and five columns might require this direction: the top row, the far left column. Fifteen squares with five rows and three columns might require this direction: the second row from the top, middle column.

Pictures are fun to begin with, but other items can be used. It is a great way to learn the names of punctuation marks, mathematical signs, shapes and numbers (Morley 1972). Simply write the symbols on a piece of paper (?, +, #, %, *, etc.) and give an identical set to each pair, or, write fifteen symbols or shapes randomly on a paper and give it to the speaker. Have the speaker tell where to place them and then mark them on his/her own gameboard for reference. This requires virtually no preparation for the teacher.

It is a good idea to use known items like basic colors when students are just beginning to work with the flat positions, horizontal rows, and vertical columns. As soon as they become more proficient in placing the items, introduce more challenging vocabulary and concepts.

This technique has been used over and over with great success. The back-to-back method encourages the students to have fun and enjoy their language learning experience. The classroom is also full of language and very little of it is generated by the teacher. In addition, most activities can be done with approximately five minutes of teacher preparation time. That should make any teacher smile!

*Editor's Note: When TESOL specialists first rejected the mechanical emphasis of the audio-lingual method it was because they were concerned about their students developing communicative competence. The now popular term hadn't been heard often, but sensitive teachers knew that only the extremely efficient language learner could bridge the gap between classroom drills and real conversation, and they began devising classroom exercises which called for less teacher direction and more student initiative.*

*Many of us continue searching for task oriented classroom activities in which students interact with each other. Mistakes make a difference in the same way they make a difference in life. They hinder one from reaching a goal or completing a task, as opposed to mistakes which say, "You missed two out of five." IT WORKS is happy to print this suggestion from Christison and Bassano. Despite the references to listening comprehension, the technique is just what is needed to develop both comprehension and production skills, ultimately leading to that elusive goal: communicative competence.*

*Teachers interested in such exercises will recall Richard Yorkey's "Paired Practice" suggestions found in this column in Volume XV, No. 6, December, 1981. Less recently published but still available are Judy E. Winn-Bell Olsen's "Communication Starters" in ON TESOL '75, pp. 229-239, edited by Burt and Dulay. And an old favorite by Linda Kunz and Bob Viscount has recently been reprinted in NYS ESOL BEA's new volume, IDIOMATICALLY SPEAKING, pp. 63-67, edited by McConochie, Block-Brookes and Gonzales.* □

REFERENCES

Morley, Joan. *Improving Aural Comprehension*. Ann Arbor, Michigan: The University of Michigan Press, 1972.

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# LIBRARY SEARCH STRATEGIES FOR INTERNATIONAL STUDENTS: A PRACTICAL EXPERIENCE

by Barbara Brock
and Peter Archer
*University of Toledo*

I

In the age of information, no informed professional can afford to be without knowledge of library skills. International students attending American colleges and universities are no exception. For the most part, these students are in the United States to study highly technical and specialized fields, such as engineering, chemistry, computer science, physics, business—all fields in which the information explosion is rapidly expanding. In order to become "information experts" and more proficient students, they need systematic instruction in gathering, organizing, and evaluating sources of information. These sources, for the most part, are available in highly organized academic libraries.

The students need to know about the networks of interlocking information sources: society proceedings, professional journals, and newsletters. They need to know about key reference sources such as handbooks, dictionaries, and subject encyclopedias; and about books that supply background information in their fields. They need to know how to locate these tools. But just as important, they need to learn how to develop effective, expanding search strategies to become independent learners.

In an attempt to address the need for bibliographic instruction (teaching library skills) to college-bound non-native speakers, the University of Toledo, in cooperation with the William S. Carlson Library and the American Language Institute, has been offering a ten-week four-hour credit course, Library Search Strategies, for international students, since Winter Quarter 1981. Students with a Michigan Score between 70-79 are eligible to enroll as transitional university students and to receive academic credit.

As non-native speakers, international students bring certain linguistic and cultural problems to bibliographic instruction. In developing Library Search Strategies, the following areas have been identified: 1) acquainting students with the role of the library and the freedom of information concept in a democratic society; 2) vocabulary necessary for library use; 3) translating "natural" language of everyday speech into "control" index language, which is frequently abbreviated and inverted; and 4) interpreting and understanding the special syntactical and hierarchical ordering rules that govern subject heading language. For example, subject headings in the *List of Library of Congress Subject Headings*, as well as headings in various periodical indexes, are not full clauses. They do not have grammatical subjects or verbs as part of their syntax. Many subject headings are either nominal compounds or phrases. Verbs, adjectives, prepositions, connectives have been deleted. Further, the subject headings follow hierarchical ordering that varies according to the reference sources used. For example, the natural language phrase, "the employment of women in the U.S. steel industry" appears in the *Readers' Guide to Periodical Literature* as "women—employment—steel industry."

To further complicate matters, the students must be made aware that the various indexing services do not have an agreed-upon method or format for assigning subject headings. The Library of Congress, the *Readers' Guide to Periodical Literature*, the *Monthly Catalog of U.S. Government Publications* may interpret and assign the students' natural language phrase differently. The students must be flexible in using different subject headings for the same concept if they are to use the subject card catalog and periodical indexes efficiently.

In addition to addressing the linguistic problems outlined above, Library Search Strategies also aims to develop in the students the ability to function as independent learners. Thus, in teaching library research skills, students are taught a search strategy approach, not a tool-by-tool examination of each source. After being introduced to the various materials formats (books, magazines, journals, newspapers, print on microform, non-print media) to build up the students' library vocabulary, and to the physical layout, facilities, and services available at Carlson Library, the students are asked to choose a research topic of their own. The reference tools—encyclopedias, the card catalog, periodical indexes, the *Monthly Catalog*, the *New York Times Index*, and various ready-reference sources (almanacs, directories, handbooks, etc.) are integrated systematically into each student's research. Finally, using the reference tools mentioned above, students are required to produce a twenty-item bibliography of books, periodical and newspaper articles, and government publications.

The first several weeks of the course are concerned with library formats (books, periodicals, microforms, etc.). The objective is to familiarize the students with the specialized vocabulary necessary to acquire library skills. During these lessons on formats, students are given hands-on experience with each of these items. This experience also helps break down the "library paranoia" that many students—and not just non-native speakers—have picked up.

Following the formats section, students take a guided walking tour of the library. The object of this tour is to acquaint them with the location of each format within the library building and to review with them the character and value of each format.

Students then begin the meat of the course—a series of lessons (outlined in part II of this article) designed to train them in systematic information gathering on a particular topic. Instruction during this phase includes work in virtually all types of library service, in-class lectures by members of the library staff, and slide/tape presentations.

II

During the search strategy phase of the course, the students are asked to keep a search log. Below is an outline of this systematic approach:

**I. The Encyclopedia Search: Books**

1. Choose a manageable research topic
2. Read an encyclopedia article on your topic
3. List key words and phrases (search terms) from the encyclopedia article
4. Identify useful books from the article's bibliography
5. Go to the Author/Title Card Catalog for these books, determine their usefulness; add the titles to your bibliography

**II. The Subject Card Catalog: Books**

6. Using the list of search terms from the encyclopedia article, go to the *Library of Congress Subject Headings List* for additional headings and new terms; add the *LCSH* terms to your list
7. Using the expanded list of terms from the *LCSH*, go to the Subject Card Catalog to locate books with those subject headings; list titles that might be valuable to your topic

**III. The Tracings Approach: Books**

8. Look at the bottom of the subject catalog card for the tracings, or additional subject headings; list these new subject headings
9. With the additional subject headings from the tracings approach, locate more books; list titles that might be valuable to your topic

**IV. Periodical Indexes**

10. Go to the periodical indexes; list the indexes checked
11. With your list of search terms from the *LCSH*, and the tracings approach, add additional terms to your search terms list
12. Note the articles you found on your topic using your list of search terms

*Continued on next page*

## LIBRARY SEARCH STRATEGIES

*Continued from page 15*

**V. The Monthly Catalog To U.S. Government Publications**

13. Add any new subject heading terms
14. Cite government publications that might be valuable to your topic

**VI. New York Times Index: Newspaper**

15. With your list of search terms, add any new subject heading terms found in the *New York Times Index*
16. Cite news summaries, abstracts, and articles on your topic

On the basis of the material accumulated in this search log, students construct a bibliography of twenty items on their research topic. They are asked to use as many types of sources as possible.

**III**

A series of tests are given during the course, evaluating students' comprehension of individual units of the workbook. As the end of the course, students are given the same test they took at the beginning of the course. This helps us evaluate their overall improvement in library knowledge and skills.

Students who have taken Library Search Strategies have shown a dramatic improvement from pre- to post-test scores—sometimes amounting to as much as 40 percentage points. Every student who took the course showed some improvement, and in most cases these rises in scores were substantial.

Students also displayed great creativity in selecting research topics for their bibliographies. Contrary to our expectations, few chose topics directly related to their majors. Instead, they chose topics ranging from the reading disabilities of children, to Moslem women, to child abuse. This freedom of choice seems to have inspired many of the students to do exceptional work, often turning in bibliographies even more extensive than required.

On the question of computer searches: it's true that computer searches are being used more and more frequently in information work. However, this should not prevent us from recognizing their limits. First, many indexes cannot be searched by computer. Second, for certain types of information, a computer search is more inefficient than a manual search. (A computer search takes our librarians up to twenty-four hours to complete. A student who is looking for one article on one subject simply doesn't need to spend the time or money on that sort of thing.) Third, computer searches are not universal in their scope; they are limited by the coverage of the data base they are searching.

The problem here is that ERIC is primarily designed as an information research tool for those in the teaching profession or in related fields (sociology, psychology, etc.). But most of the students who enroll in our course—and, probably, most of the international students currently studying in the United States—are majoring in scientific or technical fields. To students in these fields, the ERIC system has very little to offer. It seems to us far better that the students learn how to use *Applied Science and Technology Index, Biological Abstracts, Business Periodicals Index*, and other tools that relate directly to their fields of study.

Finally, to be most efficient and productive, a student outlining a computer search must have an adequate grasp of his her material and an ability to narrow his/her topic down to a manageable form. The student must be able to translate from "natural language" to control index language. The ability to do all this comes from instruction in manual searching and other skills that may seem "old fashioned" in an age of microchip technology, but are really very necessary for the best use of that technology.

For further information concerning Library Search Strategies or for further tips on how you can construct a bibliographic instruction syllabus for international students, contact Barbara Brock, William S. Carlson Library, University of Toledo, 2801 West Bancroft, Toledo, Ohio 43606. (419)537-2842. □


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# LETTERS

January 9, 1982

To the Editor:

I have been working as a "foreign expert" in China for 18 months, teaching English first at the Second Foreign Languages Institute and then at a branch college of the First Foreign Languages Institute, both in Beijing. My husband teaches English at People's University (Beijing). During this time, I have had the opportunity to meet quite a number of foreign experts teaching English here, and we have often discussed the teaching of English to Chinese speakers from a foreigner's point of view. It was therefore very refreshing to see an article on the same subject from a Chinese teacher's perspective (*TESOL Newsletter* August 1981, "A General Survey of English Teaching in the People's Republic of China").

Yang Su Ying's picture was certainly accurate, but I feel it was incomplete in one respect. His/her description of the present shortage of language teachers in China fails to mention that this lack is caused less by the chaos and aftermath of the Cultural Revolution *per se* than by the absence of any methodical, on-going teacher-training in Chinese universities and language institutes. As far as I know, teacher-training colleges do not offer courses in applied linguistics, learning theory, historical survey of language teaching methodology, or any other courses which we would consider part of the training of a future teacher of a foreign language. Professional journals which deal with language teaching usually contain articles such as "The Many Uses of the verb 'To Get'" or learned explanations of the evolution of prepositional uses. While there is undoubtedly justification for the study of preposition evolution, there seems to be a glaring lack of interest in the question of *how* one learns foreign languages, and how one can try to teach them.

The fact that Chinese teachers have not been systematically prepared to teach languages does not mean, of course, that they are not interested in learning about methodology, and many (if not most) hard-working teachers try as best they can to pick new ideas from any possible source. One good source is a visiting mother-tongue teacher, but in the past "foreign experts" were often chosen because they wanted to come to China, not because they had any special skill or preparation in language teaching. Even though this is now changing, it remains that Chinese teachers are exposed to new ideas in a very haphazard way and usually lack the background which would help them assess new trends.

It follows, then, that Chinese teachers (and administrators) have great difficulty assessing Western teaching materials (such as textbooks, tapes, or films) and adapting them to their own needs. The inability to define well short- or long-term learning goals results in a great deal of waste of human energy at a time when, as Yang Su Ying mentions, there are not enough teachers to start with. But most seriously, the absence of Chinese teacher-training means that serious teachers and administrators here are overly dependent on foreign advisors and are not developing their own skills as writers of course materials, tests, television programs, etc. This is happening, ironically, at the same time as Chinese self-sufficiency is being touted as a national goal.

Surely on their road to the Four Modernizations Chinese educators should heed the words of Confucius:

> If you give a man a fish, you feed him for a day;
> If you teach a man to fish, you feed him for a lifetime.

Sincerely,

Nancy Rennau Tumposky
Friendship Hotel - 9634
Beijing PRC

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Dear Editor:

Many of the points made in Douglas Magrath's article ("Cultures in Conflict," *TESOL Newsletter*, December 1981) are well taken. He shows a sensitivity toward cultural differences that every ESL teacher should cultivate, and suggests a number of useful methods of dealing with these differences.

However, we must disagree with the suggestion that "pork and pigs should not be mentioned (to Muslim students) in conversation or lessons." Is it not part of our jobs as ESL teachers to prepare our students for the world outside the classroom? We believe that it would be more appropriate to deal with the subject in class in order to sensitize our students to an aspect of American culture: that many food products contain pork, and that they must learn how to avoid them—by reading food labels in grocery stores, recognizing key words on restaurant menus, and learning how to refuse food politely. Properly informed teachers can therefore use their knowledge of this cultural difference to plan class activities which prepare their students for situations in which people may not be aware of the dietary habits of Muslims.

Sincerely yours,

Ellen Garshick
American Language Institute
Georgetown University

Deborah Schaffer
Refugee Education and
Employment Program
Arlington County, Virginia

---

December 15, 1981

Dear Mr. Haskell,

The enclosed copies of Max Rafferty's column and G. E. Porter's reply might fit in the TESOL Newsletter. I submit them here for you to use as you wish.

Professor Porter was head of the Department of Languages and Philosophy and the Intensive English Institute at U.S.U. until last summer. His personal expertise is Spanish and Portuguese, but as you can see he is a wonderful supporter of ESL and language education in general.

His reply (published about a week later) brightened our outlooks of the field considerably.

Sincerely,

Susan Carkin, Lecturer
Intensive English Language Institute
Utah State University
Logan, Utah 84322

---

## RAFFERTY'S VIEW: ENGLISH AS A SECOND LANGUAGE? NOT IN THIS COUNTRY

"Hallelujah! New Reagan Secretary of Education T. H. Bell answered my prayers and kicked so-called "Bilingual Education" right out of the ball park. It didn't take him long—and a good thing, too. Here's the background of his decision to discontinue:"

"In 1974, the U.S. Supreme Court ordered the nation's schools to take specific measures to help children who couldn't speak English. Nothing wrong with that. It's how the Washington Bureaucracy misinterpreted and twisted and distorted it all out of recognition that has generated the now-ended emergency."

"It seems that the pencil-pushers of the new Department of Education put their empty heads together and came up with a fiscally and instructionally impossible set of regulations requiring "transitionally bilingual education" for any pupil or group of pupils who showed up in school unable to speak English."

### There is a Translation

"Translation by your kindly columnist. If a kid enrolled in your neighborhood school speaking only Eskimo or Berber or Lower Slobovian, you were supposed to dig up (and pay) a credentialed instructor with properly translated textbooks who could teach Junior science and math and so on in his native tongue, no matter how exotic it happened to be."

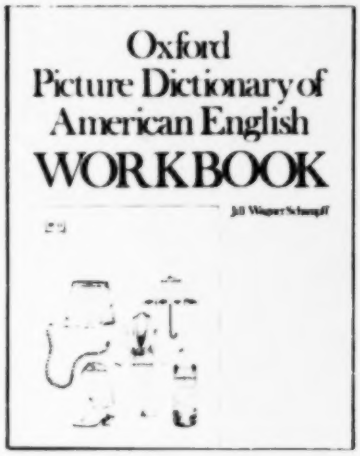
"Now, it's self-evident to anyone outside of Washington that this sort of thing—even if it were remotely workable—would be bad, baleful and baneful for our whole national future. A century ago, the Babel of tongues issuing from the millions of immigrants pouring from steerages through Ellis Island became one language—English—within a single generation. No nonsense then about "bilingual education." Their children were taught by English-speaking teachers using textbooks printed in English. And they learned!"

"The alternative then was the Balkanization of this country. This lone option hasn't changed. Whether they live in Chinatown or Spanish Harlam or Calexico, the citizens and voters of tomorrow must be taught not only to speak and read English, but to think in English."

"Why? Because one simply cannot participate in the American political process nor react viably to the changing American scene nor yet respond responsively to American national or local emergencies unless he uses English as his mother tongue. That fatal phrase mouthed so facilely by today's educational Establishment — "English as a second language" — is fraught with peril for the whole future of the Great Republic. A "second language" English simply isn't — not in these United States, anyway."

*Continued on page 20*

# Oxford University Press

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**Oxford University Press**
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# FREIRE AND LITERACY

by **Caroline Dobbs**
*Harper College*

The illiteracy problem in the United States is growing. Our illiterate population includes both native and non-native speakers of English and both adolescents and adults. Richard Orem, president of Illinois TESOL/BE, has pointed out that:

> "Our country has failed in any attempt to this day to reverse the trend toward a more and more illiterate society. The pressure placed on our public school systems by growing numbers of illiterate refugee populations is more than simply an educational problem. It is also a political, social, and economic problem." (1)

In these two sentences, Orem has suggested several aspects of the problem. One is that the incoming refugees present several different types of illiteracy. There are those who are literate in their native languages for whom literacy in English is essentially a matter of transferring skills. A second group is comprised of those who are totally or mostly illiterate in their first languages but who come from literate societies and are therefore aware of the world of print although they themselves have been excluded from it. A third group is comprised of those from non-literate societies, such as the Hmong who have essentially no written tradition as their language has only recently been put into written form. These have not been excluded from their society because of an inability to read and write; they have been fully functioning members of it.

What is literacy? What should we be teaching when teaching literacy? For many people, literacy means being able to read and write adequately enough to function in a given society. For others, reading for information and/or pleasure is one of life's greatest joys. If we teach survival skills only, we may be setting too limited a goal for our students, and if we try to impart our own individual attitudes toward literacy, we may be setting too elevated and discouraging a goal.

One approach to the problem of literacy was that used by Paulo Freire in Brazil. In 1959, Freire was coordinator of an adult education program at the University of Recife, Brazil. In an effort to bring education to as many people as possible, Freire developed what he called 'Circles of Culture' which were used for what is now called consciousness-raising. These circles were discussion groups, conducted in the villages, where people exchanged ideas with the educators on such topics as nationalism, democracy, and illiteracy. In the course of this, Freire discovered that many of the illiterate groups would not engage in these discussions. They believed that their condition in life was God's will and were therefore resistant to the idea that they could change their lives. Freire, a Christian Marxist, believes that literacy is a political tool. He views the illiterate as disenfranchised members of a literate society existing in a 'culture of silence' in which

> ". . . the masses are 'mute,' that is, they are prohibited in taking part in the transformation of their society and therefore prohibited from being." (2)

In order to overcome the passivity of the Brazilian illiterate population, Freire chose to work with the anthropological concept of culture, which differentiates nature from culture. For Freire, this included the distinction between man and animal and the use of oral and written language. To this end, he commissioned an artist friend to paint a series of ten tightly-structured pictures. To Freire, pictures embody the concept of *codification*, and projection of a picture, or codification of an existential situation, on a wall promulgates the first step in the act of knowing—it enables the learner to gain distance from the knowable object and, therefore, to reflect on it.

The first picture in the series shows a farmer, a tree, a pig, a well, and a house. It is used to teach the learners to distinguish that which is manmade from that which is not. Questions such as 'Who made the well?' and 'Why did he do it?' as opposed to 'Who made the pig?' and 'Who made the tree?' enable the participants to see that they are cultured because they use natural materials to create things for their own purposes. Gradually further distinctions are made: relationships between people can be that of equals; culture is transmitted from one generation to the next, but for those who cannot read and write, it must be done orally; some machines are too complex to make without reading written instructions, and too expensive to buy for those who are illiterate; the impact of education on technology; man's ability to exert control over his methods of obtaining food; clay pots made by a peasant are as much culture as the work of a great sculpture; songs with only an oral tradition can be put into writing; up to the final picture of a Circle of Culture in action, which allows the participants to reflect on their own activity. This is a very simplified overview of what takes place in these discussions, but the ultimate result is that the participants discover that even though they are illiterate, they are capable of complex thoughts and that by becoming literate, they can become subjects of their existence, rather than objects.

Freire felt that the consciousness-raising effected by these discussions would motivate people to learn to read and would release great energy directed toward this learning. After about six months of conducting these circles with enormous success, Freire realized that the same method might be just as successful in the actual teaching of literacy. Freire believed that education can do one of two things—it can teach people to be critical thinkers or it can teach them to accept the status quo. In order to achieve the first goal, Freire felt that literacy had to be taught as a part of conciousness-raising. The first step that he and his colleagues took was to develop literacy materials containing words that were familiar and meaningful to the adults in any given community. He posited that it was possible to select a brief list of words that would contain all the phonemes in Portuguese, so that the learners would then be able to sound out other words in Portuguese by means of this brief list. He and his colleagues discovered that seventeen words are enough to teach adults to begin to read and write both in Portuguese and in Spanish. The words selected for these lists were called generative

> ". . . in the double sense that the words would generate among nonliterates impassioned discussions of the social and political realities of their lives . . . and by breaking the 17 words into syllables and rearranging the syllables non-literates could generate other words and transcribe their own words." (3)

In order to create a list of generative words for a given community, the educators would initially spend some time in that community investigating its culture. After explaining why they had come, they would enlist the aid of members of the community, and with their aid they would analyze the community's activities. From this, they would develop a list of words that were capable of provoking discussion in that community and that also contained all the phonemes in Portuguese. These words were then arranged in a careful sequence. The first word on the list always consisted of three syllables, and each syllable consisted of one consonant and one vowel. The rest of the words were arranged according to their phonetic complexity, moving from the concrete to the more abstract in meaning. The next step was to prepare pictures for the situations represented by each word. Freire believed that the ideas represented by the words should be discussed before beginning to teach literacy skills. After this, the first, trisyllabic, word would be presented. This word was then broken down into syllables. The coordinator would present the first syllable and then combine the consonant of this syllable with all the other vowel sounds in Por-

*Continued on next page*

## FREIRE AND LITERACY

*Continued from page 19*

tuguese. On one list, the first word is *tijolo* (brick). The coordinator would introduce *ti* and then *ta, te, ti, to, tu.* Then the next syllable was introduced in the same manner, and finally the third. At this point the learners would begin to combine other syllables together to produce other words that they knew. Learners would begin by writing lists of their own recombinations of syllables, and before very long, many started writing longer sentences. Meetings were held every weeknight for an hour for a period of six to eight weeks. By the end of the literacy course, some 30 to 45 hours, those who had completed it could read and write simple texts, could get some understanding of the local newspapers, and could discuss Brazilian problems.

The idea that dominated Freire's literacy courses was that the learners were participants actively engaged in their own learning rather than empty vessels waiting to be filled up with someone else's learning and pedagogy. The whole point of the discussions by the Circles of Culture invoked by the first ten paintings was to bring the illiterate populations to a belief in their own abilities to reflect on and express ideas about the issues of their lives and to a realization that their thoughts and opinions were valid. For this reason, Freire opposed the use of outside primers. He believed that by writing their own ideas, the learners were accepting the validity of their own ideas about their own existential situations.

Some of Freire's concepts and methodology are already a part of TESL. His reasons for not using a primer but, instead, having the students read their own writings in the early stage of acquiring basic literacy skills are obviously embodied in the Language Experience Approach to literacy. It is certainly a tenet of ESL teaching that the student is a person worthy of respect, that s/he comes to class a whole person with his or her own experiences and thoughts, and with his/her own culture, and that all of these are to be treated with respect by the teacher. The LEA is one way of reinforcing these concepts.

Classroom discussion before writing is a technique used in many English composition classes, and the use of pictures to provoke discussion is a technique used to great benefit in ESL classes. The idea that the student is a worthy person and that his/her thoughts (and the oral and written expression of those thoughts) have validity enables the students to set their own goals, to see that they need not be limited to survival skills if they don't want to be. An approach to the teaching of literacy based on these concepts and methods should develop a type of literacy awareness in the students that alleviates the problem of the teacher, consciously or unconsciously, setting inappropriate goals for them. □

1 Orem, Richard. (1981). 'Entering the 80's—some professional perspectives.' *Illinois TESOL/BE Newsletter*, 9:1.

2 Freire, Paulo. (1970). 'The adult literacy process as cultural action for freedom.' *Harvard Educational Review*, 40:2, p. 213.

3 Brown, Cynthia. 'Literacy in 30 hours: Paulo Freire's Process.' *Urban Review*, 7 (July) p. 252.

## LETTERS

*Continued from page 17*

"If you want a close at hand and highly visible example of the havoc this "second language" bit can work upon a whole nation, look to the north. Despite their recent vote to remain in the Dominion of Canada —largely for economic reasons—the inhabitants of the province of Quebec really don't regard themselves as Canadians at all. They speak French, they read French, and they think French. English is a "second language" there, all right."

**Look to Our Ancestors**

"And to those who ask how in the world we can teach Cuban and Vietnamese and Haitian kids in English, I have a single question: "How in the world did our ancestors teach German and Scandinavian and Italian kids in English?"

"They did, you know. What they could do in 1881 to millions of non-English-speakers, we can darned well do in 1981 to a few thousand."

"The Melting Pot is still here. All it needs is to be warmed up—by us.

Thanks, Mr. Secretary!"

*Continued on page 34*

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*Language Science • Language Teaching • Language Learning*

# REVIEWS

## NEW CLOZE TEST FOR ADULT EDUCATION SCHOOL PROGRAMS

**Reviewed by Donna Ilyin**
*Alemany Community College*

*The New Cloze Test* (NCT), recently published by the Athena Language Research Institute in Carbondale, Illinois, has an intriguing, realistic format and purports to take less time to administer than most commonly used college ES/FL placement tests. Although we found that in our program, the NCT did not discriminate between levels, we believe it has potential as a screening device for young adult students and even more important, the NCTs' value as a research tool seems promising.

According to the author of the NCT, Kay Hisama, the basic idea of the test is to incorporate all aspects of language in one test. She references her rationale for the test's development to recent empirical research in English second language testing (e.g. "An Analysis of Various ESL Proficiency Tests" in Oller, J. W. & Perkins, K. (eds.) *Research in Language Testing*).

A complete NCT kit includes one test manual, 30 NCT booklets and one audio tape (cassette or reel-to-reel) and costs $29.95 plus $1.00 for postage and handling.

The main purpose of the NCT is to place students into five different college intensive English levels of proficiency and identify students not ready for training as well as those who are ready for college education without going through a training center. The test is also recommended for research. It avoids the multiple choice format and attempts to measure some fundamental aspects of language which take place in the natural process of communication.

ESL tests designed for college students are used in the upper levels of our adult education program to check English language ability and to determine if students are ready for college or for college intensive English programs. The CELT-S (Comprehensive English Language Test for Speakers of English as a Second Language-Structure) and the CELT-L (Listening) have provided distinct levels of proficiency in our intermediate and advanced levels in San Francisco and the MTELP (Michigan Test of English Language Proficiency) has been helpful in predicting a student's score on the TOEFL as well as serving as a general indication of college readiness.

### APPROPRIATENESS

The NCT has been standardized using both the CELT and the MTELP in validation studies. We therefore thought it might be appropriate for our student population. The test measures a person's ability to 1) listen to one-minute passages with books closed, 2) read the same passages with words deleted, and 3) write in the exact words with possibly one or two provided alternates in a few cases. The task, the language, the content areas and the difficulty of the passages reflected what is taught in our intermediate and advanced adult education courses. Levels described in the manual by CELT placement appeared to compare to our levels as follows:

Students in the College Intensive
(Percent Scores)

| | CELT Struc. | CELT List |
|---|---|---|
| Lower Middle, Level III | 33 | 32 |
| Middle, Level IV | 49 | 40 |
| Upper Middle, Level V | 56 | 50 |

Students in our Adult School
(Percent Scores)

| CELT Struc. | CELT List. | |
|---|---|---|
| 40 | 41 | Upper Int., Level 400 |
| 46 | 48 | Lower Adv., Level 500 |
| 56 | 53 | Upper Adv., Level 600 |

While the content seemed appropriate, the student population used to standardize the NCT differed from ours. Their students had only been in the United States for one month or less, presumably had high school educations at least, and came mainly from Arabic, Farsi-Persian, African, Spanish, and French-speaking backgrounds. Only 7 out of 136 students tested were Asian speaking and those were Japanese. In our sample of over 200 students, all had lived in the United States for more than one month . . . many for years. About one third had not finished high school yet and most of our students came from Asian-speaking backgrounds: Chinese, Vietnamese, Lao, Cambodian, and Korean. Only a few were Japanese speakers. We also had some Russian speakers, Spanish speakers and one or two from other European-speaking backgrounds. Only two were Arab speakers.

The actual appearance of the test is excellent. The cassette tape is one of the clearest and best recorded that we have ever used. Directions to the students needed to be simplified into shorter, brief, straightforward language and an answer sheet was devised in order to test the students in our sample. (We bought two sets of the tests giving us 60 to use for each class tested, but we tested more than one class at each level.)

To proctor better in such large classes, we found we also had to put large X's on the test booklets to indicate whether students were on passage 2 or 3. The orange cover of the test helped us know when students were looking at passage 1 or 4, but we needed more help for passages 2 and 3. An important part of this test is to see that students do not look at the passages when listening to the tape and that they only look at the passage just read when told to do so. We found that our students tried to open their books when they should be closed and tried to go back and complete passages just read or tried to read ahead in order to better understand a forthcoming listening passage.

### TECHNICAL INFORMATION

*Reliability* "Was the Test Consistent?"

Figures given in the manual showed only overall reliability which was high, ranging from .94-.98 depending upon which formula was used. In our experimental testing using Kuder-Richardson formula 21, we also obtained fairly high figures not only for overall reliability (.88), but also for each level tested. (.71-.84).

*Validity* "Did the Test Do What It Said It Could Do?"

According to the manual, the test does the best placement at the middle levels; can be used as a screening device, and is recommended for research. It is also supposed to be shorter than other placement tests to administer. Scoring time even without using a mechanical scoring system is also supposed to be relatively short. The manual did not report NCT correlations with the CELT-L, CELT-S or the RFU (Reading for Understanding), a placement test designed to show native speaker children's grade levels for reading materials. Instead, the manual supplied Michigan Test correlations with the CELT-L, CELT-S, RFU and NCT for 54 volunteer students. It also reported correlations among other criterion variables based on two or more teacher evaluations. Those variables indicated that for the sample group, in any case, the test did incorporate oral levels, and writing levels into one test which seemed valid for their purposes. Correlations of the NCT with the Michigan Tests ranged from .66-.80 moderate to high and for college students in small classes, the test appeared to be shorter than other tests used.

For our program, the test did not demonstrate stable differences between our levels and it took much longer to administer and score. We can not use it as a placement test. In one class, students took a number of other ESL tests. The NCT did not correlate very highly with those tests. Correlations with listening tests were positive, but quite low (.08, .32). The highest correlation (.67) was with the ELSA AN, (English Language Skills Assessment-Advanced Narrative), a multiple-choice Cloze reading test. Correlations using Pearson Product Moment, reliabilities using Kuder-Richardson formula 21, and numbers of students taking both tests indicated were as follows:

| Number | NCT Reliability | Correlation with | Other Test | Its Reliability |
|---|---|---|---|---|
| 19 | .79 | .08 | CELT-L | .83 |
| 24 | .80 | .32 | AMLEX I Rev.* | .67 |
| 21 | .80 | .41 | MTELP | .79 |
| 22 | .81 | .57 | CELT-S | .78 |
| 25 | .79 | .57 | AMLEX II | .78 |
| 19 | .79 | .67 | ELSA-AN | .99 |

* Alternate Modality Listening Examination, Part I Revised.

*Continued on next page*

*Continued from page 21*

While the NCT seems to be doing what it says it does for ESL students in a college intensive English center, for placement purposes or for incorporating a number of skills into one test, it does not seem to be doing what it says it can do for all of our adult education population. In other research and test development, we have also found that contrary to Oller and others, ONE TEST DOES NOT FIT ALL SKILLS. Our adult education students need a battery of tests to adequately measure their abilities. We also found that older students (35 or older) test differently than those under 35. It is here that we feel the NCT may serves two of its purposes:

—it seems to screen and indicate accurately which younger students may be successful in college and in obtaining our certificate of achievement

—it offers intriguing possibilities as a research tool.

Level 600 students who attend classes regularly for a required number of hours are given a certificate of completion if they pass all four tests in a battery given at the end of the semester. All students who took the certificate battery (the CELT-L, the ELSA-AN reading, a composition and an oral interview), and placed in the NCT upper middle or higher were orientals except for one 49-year-old Russian woman. The Russian woman and all oriental students 22-31 years of age received their certificates. However, *all* the other students who were over 35 failed the listening test and some failed the writing test. The only other student who received his certificate was a 27-year-old Spanish speaker who had placed in the middle level on NCT.

Personally I like the NCT and I hope others will experiment and report their results. I also hope that more research will be done . . . especially with adults over 35 and students 12-18 years of age. Our studies for the test correlations and graduation were too small to be conclusive, but perhaps others can make studies using larger samples. □

## *EIGHTEEN LETTERS: SOVIET JEWS IN AMERICA*

Would you accept a high-paying job offer . . . in Siberia?

That's the question Faye Reichwald poses to her English class at the Service Center for Russian Immigrants in Queens. Convinced that the standard English-As-A-Second-Language (ESL) textbooks were not getting through to her unusual students, Mrs. Reichwald—who directs the Center's ESL project in the Central Queens YM-YWHA—took matters into her own hands.

The result is *Eighteen Letters: Soviet Jews in America*, a 43-page guidebook for ESL teachers of Russian students. The book also provides a first-hand account of life among this unique immigrant population. More than 50,000 Soviet Jews have resettled in New York in the past several years, with assistance from the Federation of Jewish Philanthropies.

The letters compiled by Mrs. Reichwald depict immigrants facing crucial decisions in the process of Americanization. *Eighteen Letters* is described by the author as a "guidebook for group discussion of cultural and social problems experienced by new immigrants." A guide accompanies each letter, explaining cultural differences and suggesting questions for follow-up discussion in a framework of Jewish values.

In one letter, an engineer from Tashkent tries to choose between keeping his dead-end job in New York or accepting a better position in a small Vermont town. His blood rushes to go; his wife and children yearn to stay.

"The Soviet Jew, having no other identity, tends to define himself strictly in terms of his employment," observes Mrs. Reichwald. The text prompts classroom discussion by suggesting open-ended questions. "Is a man's job more important than any other consideration? Would the relocation change his relationship with his wife? What would life be like for a Jew in a small Vermont town?"

The big question is phrased Russian-style: "Would you accept a promotion to Siberia?"

The letters delve beyond mere problems of language. A new couple hesitates to invite American friends into their threadbare home . . . parents anguish over their teenage daughter, who grows more disrespectful each day . . . a low-ranking administrator is plagued when his cronies demand he pull strings for them here, as he did in the U.S.S.R.

Mrs. Reichwald warns of the cultural

*Continued on next page*

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*Continued from page 22*

quicksand that bogs down many efforts to teach language or culture. English teachers, she suggests, should proceed with caution.

"The let-it-all-hang-out encounter group attitude that often characterizes value discussions is embarrassing and threatening to the new immigrants," she points out. "Their powerfulessness in the Soviet Union and the dangers of expressing personal opinions there have created a Jewish immigrant different from those who came earlier."

Last year more than 625 students were enrolled in ESL classes at the SCRIQ Center, which was founded by volunteers in 1973. Assistance from the Central Queens Y with Federation support began in 1975, and SCRIQ began receiving Federal Block Grant funding in 1979. Today it is one of fourteen Federation service centers in New York City and Westchester serving the housing, employment, acculturational, educational and recreational needs of the new immigrants.

*Eighteen Letters* is designed for intermediate and advanced English students. But the book will also prove useful to group workers and community leaders involved with Russian programs, predicts Mrs. Reichwald. It is available for a $5 contribution to the Masoret Israel Academy Preparatory School for Russian Children, c/o Service Center for Russian Immigrants, 98-37 65 Avenue, Rego Park, N.Y. 11374.

The Central Queens Y and other agencies in Federation's network are beneficiaries of the UJA-Federation campaign. □

## *WHO ~~DONE~~ DID IT?*

(Carlos A. Yorio and L. A. Morse. Englewood Cliffs, N.J.: Prentice Hall, 1981.)

**Reviewed by Janice Dowd**
*Teaneck Board of Education*

*Who ~~Done~~ Did It?*, a delightful collection of crime stories, is a welcomed addition to the present assortment of ESL readers. The book is designed for advanced ESL classes or remedial English classes and can be used on a variety of levels from high school to college. *Who ~~Done~~ Did It?* encourages students to read for enjoyment while it forces them to focus on word meanings in order to understand all the intricate details of mysteries. Because mysteries have a universial appeal, this book will most definitely be a "hit" with all students.

The text is divided into eight separate short stories of approximately 10 pages each. There is an introductory chapter which explains some of the history and traditions surrounding mystery stories. Familiar literary names such as Edgar Allen Poe, Sir Arthur Conan Doyle, and Agatha Christie are mentioned in the introduction so that the reader will be able to place subsequent short stories in their proper literary tradition and understand allusions to famous detectives. Acquainting students with other mystery writers also serves to direct them to additional sources of reading. The introduction prepares students for the more academic type of reading they will encounter later on in literature and history classes. The expository style of this chapter and the short glossary of terms at the end help students analyze and comprehend this literary genre.

Each story is an entity unto itself and can be adequately covered in one class session. Subsequent classes can be devoted to completing the variety of exercises which accompany each chapter. Exercises include tests of comprehension and vocabulary usage, cloze passages, questions for oral discussion, and suggestions for compositions. Unfortunately, the text does not include an answer key either at the end of each chapter or at the end of the book. Such an addition, if only consisting of answers for the comprehension and vocabulary exercises, would enable the text to be used for individual instruction and allow for self-testing. Students would also profit from the immediate feedback that an answer key provides.

The book is most enjoyable and will serve students in many ways. A number of common, everyday expressions are used (e.g., "spend money to make money," p. 45), and these terms may stimulate class discussions of "truisms." Also included are expressions (such as "Peter Stone's the name and detection's the game," p. 84) that will no doubt further the foreign students' understanding of American humor. The names of characters are cleverly chosen (e.g., "Violet Cornichon"—*cornichon* in French is a pickle), and their reappearance in other stories helps to form a connecting thread.

Because of its format and comprehensive coverage of all types of crime stories, the book prepares students well for the next

*Continued on next page*


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*Continued from page 23*

step—reading a mystery novel. Upon completion of *Who ~~Done~~ Did It?*, students will have the lexical and literary competence to undertake the reading of an entire novel.

*Who ~~Done~~ Did It?* is most successful in fulfilling one of its goals—making language fun. Although the authors state that *Who ~~Done~~ Did It?* is not primarily a writing textbook, it teaches good writing by example. The paragraphs and stories are well written and well organized. The text will undoubtedly provide teachers and students alike with many fine hours of reading and discussion. □

## ENGLISH AS A SECOND LANGUAGE, PHASE ONE: LET'S CONVERSE

(2nd edition by William Samelson. Reston Publishing Co., 1980)

## CREATIVE ENGLISH: THE BASICS FOR COMPREHENSION AND EXPRESSION

(Book 1 by Karl C. Sandberg and Donald Steinmetz. Prentice-Hall, 1980)

**by Judy Judd Price**
*ELS, Eckerd College*

Earlier this year Prentice-Hall and one of its divisions, Reston, published two ESL texts for beginning-level students in higher education. Both are parts of series and have accompanying tapes so that they may be used in a classroom or for independent study.

*Let's Converse* is written by the chairman of the Department of Foreign Languages, San Antonio College, and is the initial text of a four-part series which includes texts for reading, writing, and grammar/vocabulary development. Professor Samelson is himself a non-native speaker of English and his text may be especially helpful for foreign-born ESL teachers. Explanatory notes are offered for idioms introduced in each chapter and a review of the sounds and intonation pattern of American English is included.

Samelson's text is ordered around a series of dialogues and expanded exercises and, in fact, its organization is one of its most noticeable features. Each of the ten chapters opens with four to seven dialogues concerning a survival topic which is followed by a variety of exercises based on the episodic dialogues. For example, Samelson begins the fifth chapter, "At the Doctor's Office," with five conversations exchanged by a Mrs. Browning, her sick daughter Lisa, and their physician, Dr. Schweitzer. A nurse and two friends are also included. After the dialogues, Samelson provides about 30 pages of grammatical explanations and exercises. The exercises include those for pronunciation and substitution; scrambled sentences; questions requiring short and complete responses; converting verb tenses; vocabulary and idiom review; and telling time.

Like most texts, *Let's Converse* can be used as a tool to create a lively, effective learning environment or it can be sadly misused. The most effective use of the text might be to begin by presenting the dialogue while the students watch and listen and participate rather than read. Only after the students are familiar with the rhythm and flow of the dialogue should they open their books and look at the words. Just as the best way to learn a song is to sing it, the most effective way to learn a language is to use it. There may not be a reason to require the students to memorize a dialogue, but they will probably learn much of it rather easily if they can act it out, use props, "ham it up," and create their own lines in a role-play activity. Samelson's doctor-dialogues call for six roles so that one group can participate while their classmates watch and offer critical review.

Most of the exercises should be done orally in class before the students look at them in the book. The written completion exercise can be converted to a cloze drill, the exercise on telling time can be used as a repetition drill initially, and the scrambled sentences can be adapted to a string chart. In an intensive ESL classroom, the students will reach a learning set much more quickly if the teaching mode is active, uses group and individual participation, and forces the students to remain alert as they move from one activity to another.

The grammatical explanations used in *Let's Converse* are adequate and the ESL teacher would probably choose to present this material orally after the students have

***Continued on next page***

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*Continued from page 24*

already used the structures in the dialogues and drills.

Samelson's *Let's Converse* has a good range of activities, allowing the teacher the freedom to pick and choose among them. I wouldn't use the scrambled-letters exercises (faeted = defeat), for example, and I would change a line of dialogue here and there. ("Isn't it Saturday today?" may be used by native speakers, but it doesn't ring true for me.)

In *Creative English*, Sandberg and Steinmetz, of Macalester and Augsberg Colleges respectively, provide twelve lessons on topics such as telling time, following directions, asking for and giving directions, and sickness and health. These are not complete lessons, however. *Creative English*, a soft-back book, could best be used as a homework book for students or as a resource book for the ESL teacher. Much space is taken up by the lay-out of the exercises and the illustrations. I would be reluctant to use this volume in class because the illustrator, Gran Minson, used stereotypical caricatures which may offend some students. Middle Easterners are pictured in either of two ways—in the desert with a camel or in overly-decorated uniforms. Nor do I care for the illustrations depicting a Japanese tourist laden with cameras or a Mexican business man with striped suit and dangling cigarette. In the foreword of *Creative English*, the authors note that they have adopted a "new attitude toward errors" in which the teacher does not aim for a "completely error-free learning process" but tries to "develop a less threatening attitude" by emphasizing that errors may sometimes be useful to stimulate learning. This statement serves as a reminder that in our haste to help our students acquire proficiency in English we cannot forget that the most effective learning takes place in a supportive environment. □

(Reprint from The *Gulf TESOL Newsletter*, Vol. I, No. 3, Winter 1981)

## A PRACTICAL ENGLISH GRAMMAR

**Reviewed by Tatsuroh Yamazaki**
*Northeastern Illinois University*

*A Practical English Grammar* (third edition). A. J. Thomson and A. V. Martinet. Oxford, England: Oxford University Press, 1980, pp. 369.

*A Practical English Grammar Exercises 1* (second edition). A. J. Thomson and A. V. Martinet. Oxford, England: Oxford University Press, 1980, pp. 176.

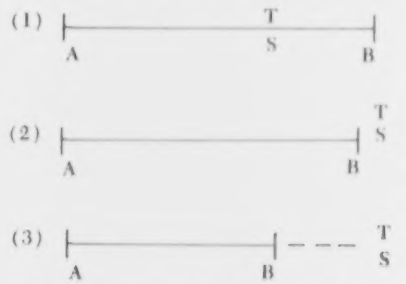
*A Practical English Grammar Exercises 2* (second edition). A. J. Thomson and A. V. Martinet. Oxford, England: Oxford University Press, 1980, pp. 205. $5.50

(There are also *A Practical English Grammar: Structure Drill 1* and 2 accompanying tapes or cassettes.)

*A Practical English Grammar* (henceforth, *PEG*) is designed, according to its authors, mainly for intermediate and advanced students in the higher forms of schools. Also this book is intended as reference for ESL teachers.

This book is "a comprehensive survey of grammar written in simple modern English with numerous examples . . ." (preface). A special feature of *PEG* is its careful and detailed explanations about the use of tenses and auxiliary verbs which are considered to give particular difficulty to students. Another feature, according to the authors, is its emphasis on conversational forms which give the student the concrete examples of how a particular grammatical structure can be used in conversation. In the explanations of most of the structures, examples of short conversations between two people can be found.

There are some advantages of *PEG*. Among them is the quality and clarity of its grammar explanations. Its description of tenses is very detailed with the help of diagrams. For example, the past perfect can be use "for an action which began before the time of speaking in the past, and (1) was still continuing at that time, (2) stopped at that time or just before it, or (3) stopped some time before the time of speaking" (p. 162). These respective structures are shown in diagram below (the line AB is action in the past perfect, and T S for the time of speaking in the past).




The authors give a sentence of each type.

(1) *Bill was in uniform when I met him. He had been a soldier for ten years/since he was seventeen, and planned to stay in the army till he was thirty.*

(2) *The old oak tree, which had stood in the churchyard for 300 years/since before the church was built, suddenly crashed to the ground.*

(3) *He had served in the army for ten years; then he had retired and married. His children were now at school* (p. 162).

Secondly, by means of comparison of tense aspects the book is even able to explain subtle connotations of certain structures. For instance, the past continuous tense is compared with the simple past "to indicate a more casual, less deliberate action" (p. 151). According to the authors, the first sentence, below, "gives the impression that the action was in no way unusual or remarkable. It also tends to remove responsibility from the subject" (p. 151). On the other hand, sentence (2), below, could be rephrased as *I took the initiative of the conversation.*

(1) *I was talking to Tom the other day.*
(2) *I talked to Tom.*

As the authors intend, another positive feature of *PEG* is its preference for conversational style over written forms for illustration of structures. Conversations between two speakers give examples of typical conversational exchanges and proper wording. For example, *would care* is not normally used in the affirmative, so *would like* replaces it in the affirmative response to the following question.

A: *Would you care to come?*
B: *Yes, I'd like to very much.* (p. 201)

In some of *PEG*'s chapters serial numbers or letters are marked with a box (.e.g., 210 [B], [279]) to show that the explanations under them are a little too detailed or not exactly major points for the first reading. This provides valuable guidance for the student using this book, since it helps the new learner to focus on the main concept or usage of the words of phrases described and guides the advanced user to learn more about the subtleties and nuances of the language.

An additional positive feature of *PEG* is that the index is very detailed and provides concrete illustrations and word use. Under the heading, *grammatical aspects, examples of key sentences of use* are listed with a paragraph number and/or a section letter so that the reader can locate the exact reference in the book.

However, some of the shortcomings of *PEG* must be mentioned. British English (BE) expressions and usage which may confuse American English (AE) speakers are not annotated. Although this book was published in England (Oxford Univ. Press), it also presumes use among ESL students in the U.S. This requires that the authors be aware of the current differences in usage between these countries and either avoid these cases as much as possible or give equivalent American expressions where British ones are used. This is not, however, the case with *PEG* and its companion volumes. For example, the words *learn* and *study* while interchangeable in BE, are not so in AE. Consequently, *"How long have you learnt English?"* (p. 159) is regarded as incorrect in American usage. In fact the word *learnt* does not exist in Standard American English, the word *learned* being similar in form but not having the same usage as the British form.

Another example of this problem can be seen in the "List of irregular verbs" (pp. 290-294). Many forms listed here are not used in AE, but there is no indiction which verb forms are used in BE and which in AE, even where two separate forms are given. Therefore, the reader may believe that the verb forms "learn, learned/learnt, learned/learnt" (p. 292) can be interchangeably used in both types of English. And, to complicate the problem, for some verbs the AE usage is given first (i.e., before a slash) (see the example of *learn* above), and for others, BE first (e.g., wake, waked/woke, waked/woken p. 294). Also the placement of pronunciation symbols in this list is misleading. The simple past and the past participle of *lean* is illustrated as follows:

leaned/leant
(/lent/)

This format suggests that the former word should be pronounced as /lent/, which is obviously wrong.

Also the list neglects to give *gotten* as the alternate past participle form of *get*, an

*Continued on next page*

unfortunate omission for students of AE, which uses the two forms equally.

As a further disadvantage to the student, *PEG* uses highly technical terms or expressions in many places. Therefore, intermediate students may not be able to figure out the grammatical terminology or operations indicated in this book without a teacher's help. For example, question formation using the present perfect tense is described thus: "The interrogative is formed by inverting the auxiliary and subject" (p. 152). *Interrogative* is an unnecessarily technical word and *to invert* could also be rephrased in a simpler way for the less advanced student. A student working independently would doubtless find the jargon difficult to understand. The teacher would probably also have to replace such words with more familiar ones or supply more explanations when presenting this material for the first time in class.

This book, as a whole, is quite organized, easy to use, and rich in conversational English. It is useful for giving handy and concise information about grammar. On the other hand, British expressions and usage may confuse AE students, particularly intermediate students and those working independently, to whom the book is directed. This book would probably be more appropriate for use in Britain although it could be a useful reference handbook for the ESL teacher in U.S.

*Exercises 1* and *2* are probably best used by the ESL teacher for student's (homework) assignments, using those exercises without answers, of course. Each of the 185 exercises contains on the average 36 problems on a particular grammatical structure. Many of the exercises contrast two or more grammatical structures which students easily confuse. This helps the student to distinguish between the particular usage of two somewhat similar forms such as the present perfect and the simple past, the simple past and past perfect (simple and continuous), *a* and *the* (articles), etc. Such exercises, particularly ones of this length, are difficult to find elsewhere.

These books are also good for independent student work because the student can practice and check what he has learned in *PEG* with the help of answers in back.

There are, however, some disadvantages as well. Since the books deal with transformations so often (e.g., tense, positive to negative, statement to question change etc.), that is, contain essentially structural exercises, these books are not suitably designed to build up communicative competence. In other words, despite the stated objective of the books "to encourage students to speak the language as it is spoken by native speakers today" the books actually only train the student to manipulate forms grammatically rather than to communicate or use the forms to perform practical daily life functions. No place in the book do students use meaningful statements or ask questions relevant to themselves; they do not say things about themselves or others they know or relate what is going on around them.

Also most exercises have 36 problems requiring the same structural change. It is quite boring and unnatural to repeat the same type of practice 36 times and of doubtful value in improving one's communicative competence. The structural approach of these exercise books may be useful or valuable for an EFL student, who is merely studying English as a discipline or a student wanting a rapid review of grammatical functions or structures before the TOEFL test. But for most ESL students in this country, who want to learn *how to communicate* rather than how to manipulate grammatical patterns for their own sake, the approach of *Exercises 1* and *2* would be very boring, at best, and not very useful for improving their language production.

To summarize, this writer feels that *Exercises 1* and *2* could be useful as a source of homework drills for ESL students and might also prove valuable for an advanced student needing a quick review of structural patterns, as in preparation for the TOEFL test. But, as explained above, these books are of limited value as a class text or to significantly improve students' communicative competence. □

## LANGUAGE TEACHING TECHNIQUES

(Raymond C. Clark, Pro Lingua Associates, Brattleboro, Vermont 05301)

**Reviewed by Kay D. Pechilis**
*American Language Academy*
*Wellsly, Massachussetts*

If your objective in the classroom is to foster student involvement, non-native production of the target language, and elimination of boredom, the recently published Pro Lingua teachers' handbook could prove a useful addition to your bag of tricks. Neither a textbook nor a curriculum guide, it is rather a collection of twenty-six clear, simple and useful teaching strategies that can aid the language instructor in getting material across to the student. While emphasis is placed on developing the student's verbal proficiency, the challenge of improving the written word is not entirely overlooked (suggested "Variations" of the material see to that).

*Continued on next page*

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*Continued from page 26*

The twenty-six teaching techniques are divided into two major types: a) techniques for improving grammatical accuracy, and b) techniques for improving communication (vocabulary, gestures and body language, cross-cultural awareness, and sociolinguistically appropriate usage). The presentation of each technique, whether grammatical or communicative, adheres to a clear and concise formula. After a short statement of purpose, there is a brief description of the technique itself, followed by a working sample—all of which comprises the introductory material of each technique. Next, in a direct attack on the jugular, the actual step-by-step unfolding of the technique in the classroom is portrayed in prose and pictures (attractively drawn by Patrick R. Moran). No confusion here about what to do when the classroom door closes and work begins. The section entitled "Variations" sets forth a mix of old ploys ("When you have finished all seven steps, give the ritual as dictation.")—and possible new ones ("Have the students restate the plot of the [mini-drama] in narrative form . . . as an oral narrative or a written summary.") And finally, there are suggestions and guidelines for developing original material to be used within each individual technique.

Armed with Rayond Clark's handbook, it would be difficult for the innovative language instructor to stray very far off the mark in terms of effective strategies in the classroom. It is in this respect that we are most appreciative of Mr. Clark's background as project director and editor for the Peace Corps Language Series. Making every minute in the classroom count is the goal of many skilled teachers—this handbook can help. □

## ENGLISH FOR SPECIAL PURPOSES

(Pauline Robinson. New York: Pergamon Press, 1980)

**Reviewed by William T. Lawlor**
*University of Wisconsin-Stevens Point*

Pauline Robinson's, *English for Specific Purposes* is a necessary book. Workers in ESP are distant from one another, and the exchange of ideas is slow or non-existent. The body of previous research is notoriously limited, and almost always the research appears in small newsletters or unpublished mimeos that are not easily accessible. Robinson serves the ESP community by defining ESP, surveying current theories, and updating and supplementing the information guide on ESP published by the British Council's English Teaching Information Center: *English for Specific Purposes: Information Guide No. 2.*

Because ESP is an emerging field, Robinson properly takes time to define her subject. In her introduction, Robinson says ESP is "materials produced for use once only by one group of students in one place at one time." This definition, however, is refined as she contrasts ESP with "general, education-for-life, and literature orientated" courses. Usually, though not always, the ESP student is preparing for a job role that requires English, and consequently, students are often adults. The needs of the learner are the principal factors that shape curricula, and the emphasis is usually on communicative competence.

Moving into the realm of current theory and practice, Robinson surveys the history of ESP, and she examines register analysis, discourse analysis, motivation, needs, curriculum, materials, methodology, and the possibility of generalizing materials. The strength in Robinson's study of varying theories is her faithful acknowledgment supplemented by her sharp questioning and evaluation of all ideas.

The final and most important part of Robinson's work is the analysis of publications and the extensive bibliography. Robinson notes what is available, examining books in the various fields calling for ESP. Concluding her chapter on analysis, she cites weaknesses and points the way toward further refinement and investigation. The bibliography at the end of the book is clearly the most complete and useful resource in the field.

Thus, the word necessary is particularly applicable to *English for Specific Purposes* by Pauline Robinson. The book is an indispensable tool for those working in this diverse field that has gained special prominence in the last decade. □

## AMERICAN CULTURAL ENCOUNTERS

(By Carol K. Ford and Anna M. Silverman. The Alemany Press, Ltd. San Francisco, California, 1981, 116 pages)

**Review by Sharron Bassano**
*Santa Cruz Adult School*
*Santa Cruz, California*

"How Can I Eat This?" You are invited to dinner at the home of an American family. You have been served the main dish. You taste it and don't like it. What should you do?

a. Say you don't like it.
b. Eat it anyway.
c. Don't eat it, but eat a lot of everything else.

"As a recently arrived foreign student, what *should* I do? In American culture is it impolite to say I don't like it? Would the family be offended if I left it on my plate and just ate the other foods? Must I force myself to eat it in order to not create a scene? What would I do in *my* country? Is that acceptable behavior here?"

Our ESL students have a million small questions such as this one. They find themselves daily in small, sticky situations where they just aren't sure what to do to be socially "correct." And, just as often, they are not even aware that there *are* small differences in social practices in specific situations and they find themselves in a sudden confusion. "Why did he react to me in such a strange way?" "What did I do?"

*American Cultural Encounters* is a collection of just these sorts of situations. It is intended to be used as a springboard for discussion of intercultural confusions found common to new student groups. Each of the fifty encounters presented is based on a known difference between patterns in the United States and other countries. Some of the situations featured include: "May I Be Excused?," "Personal Space, Social Distance," "Holding Hands," "Returning Purchases," "What to Wear," "A Polite Refusal," "Still Hungry," "Well, I've Got To Go," and "Hey, Waiter!"

Each encounter is presented as a problem-solving activity. A situation is briefly described, then followed by three or four possible reactions or solutions. Students are asked to choose which solution they think is most acceptable in the United States and offer reasons why. Very often in the discussions students come up naturally with parallels from their own personal experience and describe for the class what their particular responses were at the time. They become quite candid about any confusion they experienced or regarding any insecure feelings they might have had. These descriptions are more often than not accompanied by empathetic "noises" from their classmates, who in turn, want to add an experience or two of their own.

One of the finest features about *American Cultural Encounters* is its flexibility, its adaptability. It can be used by teachers of core classes, conversation classes, cultural awareness classes, short-term intensives, and full-semester courses. It is equally effective in multi-cultural classes as it is in monocultural groups. It is suitable for the open-enrollment situation of most adult school programs as well as the homogenous college with steady attendance.

This is the kind of book that can be used on a moment's notice with no out-of-class preparation. Just turn to any page and you have an instant "What Do You Think?" activity.

The topics presented in this little volume also lend themselves well to a multitude of longer classroom activities, such as: small group discussion, dyad work, interview, writing cues, etc. The authors suggest several additional activities that can be cued by the questions in the book. Many of these activities can be completed by the students out of class. These activities might require student to observe and record American verbal and non-verbal behavior in restaurants, on the bus, in the theater, for example. They are asked to try to interpret the meanings of the behavior they observe and share these with the class.

With its totally relevant, realistic content, its ease of implementation, its extensive resource bibliography (by Judy Winn-Bell Olsen), and its straightforward logical format, I find nothing to criticize about this delightful little book. I have used it with nothing but success from the moment it appeared on my desk. I'd like to thank who ever placed it there for adding another valuable tool to my ESL grab-bag! □

## THE WRITING NEEDS OF LINGUISTICALLY DIFFERENT STUDENTS

*The Writing Needs of Linguistically Different Students* (edited by Bruce Cronnell) includes six papers presented at a research/practice conference held at SWRL Educational Research and Development on June 25-26, 1981: "Introduction to Black English" by Robert Berdan (National Center for Bilingual Research), "Design and Implementation of Writing Instruction for

*Continued on next page*

## REVIEWS

*Continued from page 27*

Speakers of Non-Standard English" by John Baugh (University of Texas at Austin), "Spanish-English Bilingualism in the Southwest" by Maryellen García (National Center for Bilingual Research), "Writing Development in a Bilingual Program" by Carole Edelsky (Arizona State University), "The Writing Needs of Hispanic Students" by Jon Amastae (University of Texas at El Paso), "American Indian Children and Writing" by Lance Potter (University of Southern California).

This 168-page report is available for $5.00 (check or money order made out to "SWRL"; California residents add 6% sales tax). Send orders to Accounting Department, SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, CA 90720.

## *CONNECTIONS*

John and Mary Ann Boyd. (New York: Regents, 1981), 147 pp.

**Reviewd by Donna Bunch**
*Western Kentucky U.*

This is a conversation I'd like you to complete orally with me now.

**Me:** There's a new listening and speaking text out.
**You:** ?
**Me:** *Connections.*
**You:** ?
**Me:** John and Mary Ann Boyd.
**You:** ?
**Me:** Regents.
**You:** ?
**Me:** Yes, and I think you will too.
**You:** ?
**Me:** Well, it contains 20 functionally-based one-sided phone conversations. The students listen to a speaker's communication and then actually become involved in the conversation by making appropriate responses.
**You:** ?
**Me:** Intermediate or low-advanced at the secondary, college, or adult level. *Connections* not only gives the student an opportunity to participate in a common communication process, but it also teaches the importance of listening to voice intonation and how a response depends upon the other speaker's intent and tone.
**You:** ?
**Me:** Let's see. Besides the real communication exchange in *Connections*, the Boyds have carefully prepared each short unit to include a student comprehension check. There's also a section in each unit for the students who may need more structure.
**You:** ?
**Me:** Yes, there is, and I think it's one of the most useful I've seen recently. The Teacher's Text has both speakers' parts in the dialogs. A veteran can readily use it, and a new ESL teacher won't be reluctant to do so. The Student's Text requires one to listen and respond spontaneously, listen and choose the correct response to read, or listen and mark a correct response. The student cannot rely on reading the other speaker's part; he must rely on and develop his own listening abilities to make the Connections.

(Reprint from *The Kentucky TESOL Newsletter*, September, 1981.)

## JOBS/ASSISTANTSHIPS

*Continued from page 13*

offered in July and August. Also two programs for children (ages 8-16) from Colombia and Venezuela will be held at the YMCA camp near Winter Park, Colorado, from mid-June to mid-August. Send resumes to Barbara Sample, Director of Education, Spring Institute for International Studies, 5025 Lowell Blvd., Denver, Colorado 80221. □

**Northeastern Illinois University.** Teaching Assistantship available. Must be admitted to M.A. program in TESL or Applied Linguistics. Responsibilities are for teaching 2-3 hour courses plus tutoring. Stipend is $370 per month plus tuition remission for two courses per semester. For further information write to the Dept of Linguistics. Northeastern Illinois University, 5500 N. Bryn Mawr Ave., Chicago, IL 60625. Application will be accepted until June 1, 1982.

**University of Florida.** Possible opening August, 1982, for part-time counselor, including admissions and general counseling, at the English Language Institute, University of Florida, Gainesville, FL. 20 hours each week. $7,000 to $8,000. 2-semester appointment with summer employment available. Renewable on a yearly basis depending on performance ELI enrollment. Non-tenure track. Master's in Counseling and at least one year of experience in admissions work at the college or university level. Knowledge of Florida State University System and Community College System essential. Experience at working with foreign students helpful. Send letter of application, resume, and 3 letters of recommendation to Dr. Jayne C. Harder, Director, ELI, 313 Norman Hall, University of Florida, Gainesville, FL 32611. Deadline for application: June 1, 1982. Affirmative Action and Equal Opportunity Employer. □

**Florida State University.** Beginning in Fall. Four Teaching Assistantships for doctoral level students in TESL/TEFL at the Florida State University. Teach in the Center for Intensive English Studies. Competitive stipends and out-of-state tuition waivers. Minimum 3 years teaching experience and M.A. in TESL/TEFL or related field. Contact Dr. Frederick Jenks, 918 West Park Avenue, FSU-CIES, Tallahassee, Florida 32306. Interviews may be scheduled for those attending TESOL Conference in Hawaii. □


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## LEGISLATION AND TESOL

*Continued from page 1*

members. Through JNCL and CLOIS, they intend to exercise control over and contribute to the future of language policies in the United States. But obviously this cannot be achieved in a vacuum without grassroots support and a lot of very hard work at the state and local levels. This is particularly true now when the national mood and the Administration's intentions are away from Washington, toward a shrinking commitment to funding for educational programs and toward increased local authority through block grants. In fact, these factors may be major contributions to the current recognition of the need for cooperation and unity. Only as a united community can we defend the language programs that are important to our professions, our students and our nation.

TESOL, through its leadership and financial contributions to JNCL and CLOIS, concerns through the activities of the Socio-Political Committee, and through the development of a nationwide legislation network, has made a significant commitment to shaping the policies, programs and legislation that affects its membership. This is true with regard to reductions to education in general, legislation dealing with foreign languages and international studies and specific programs concerned with English as a Second Language.

In this latter regard, legislation relevant to TESOL is difficult to monitor since it is usually included in other larger, non-language related programs. At present this may be a virtue, since by their anonymity, programs are somewhat safeguarded from the indiscriminate budget cutters.

The most significant ESL programs are included in Title I of the Elementary and Secondary Education Act (ESEA), which attends to the special problems of minority, handicapped and disadvantaged children. Title I was previously funded at $3.8 billion for FY 81, with approximately $96 million of that funding earmarked for ESL. This section of ESEA was reduced by $300 million for FY 82. It was saved from a block grant proposal that would have returned the reduced funds to the states and localities for them to decide on how program funds would be distributed. While it survived block grants and major reductions in funding, Title I is still under attack and remains a target for further cuts.

Title VII of ESEA, Bilingual Education, was funded at about $140 million for FY 82, in line with the initial administration request. While this represents a smaller operating budget than last year, it indicates a victory over opponents who recommended $85 million in the House Gramm-Latta II Proposal. Nonetheless, bilingual education remains a major source of controversy with the Administration seeking rescissions in the FY 82 budget, the Office of Management and Budget (OMB) seeking a reduction of about 50% for FY 83, and at least one Senate amendment pending which would not only reduce funds but radically alter the nature of the program.

Refugee assistance survived the budget ordeal better than we had anticipated, with Cuban and Haitian domestic aid and Indochinese assistance enduring sizeable rescissions for FY 81, but only marginal cuts for FY 82.

The Consolidated Refugee Assistance Act proposed by Rep. Goodling was lumped into the reconciliation effort, specifically earmarking $5 million for refugee education, whereas education monies for refugees were not formerly explicit. This legislation would have been more meaningful had it been funded at the $50 million mark the House recommended; nonetheless, it did establish a mechanism to permit school districts impacted by refugees to serve their needs without the legislative lag attendant with new waves of refugees.

In other legislation, the ESL community, working with JNCL, averted voluminous paperwork for the bureaucracy and unnecessary hassle for its students when we convinced the House Subcommittee on Immigration, Refugees and International Law to restore language students to the same visa status as regular academic programs. Included in the House Immigration and Nationality Act (H.R. 4327), which passed the House on October 13, we are awaiting passage of a similarly amended counterpart (S.1663) which will do the same.

There are also two new pieces of legislation whose passage would augment the attention afforded ESL programs. The Education Gateway City Act of 1981 (S. 386) would commission a study of areas heavily impacted by immigration to assess their efforts to address the unique educational needs there. The bill, however, remains in Subcommittee, where it will sit until its sponsor, Senator Daniel Inouye (D-HI), or the Chair of the Senate Subcommittee on Education, Robert Stafford (R-VT), is urged to act on it.

In the House, Rep. E. Kika De La Garza (D-TX) last spring introduced the Alien Education Impact Aid Act of 1981 (H.R. 2954). This legislation would provide funds to assist in the education of alien school children, specifically for supplementary services such as English language and Bilingual instruction. The sponsor is awaiting action by the Supreme Court (*Texas v. U.S.*) to determine if the legislation should be pursued.

Two specific pieces of legislation, of concern to JNCL and the language community in general, deserve to be mentioned. H.R. 3231, introduced by Rep. Paul Simon, would provide funds for increased and improved foreign language study at all educational levels. It was favorably reported out of the full Committee on Education and Labor and should be considered by the full House in late January. This is a major initiative for foreign languages, and we have been urging all of the JNCL members to contact representatives to voice their support.

H.R. 4389, introduced in August by Rep. Henry B. Gonzalez of Texas, would establish a National Commission for the Utilization and Expansion of Language Resources. The Commission would provide a four-year national commitment to using and developing our language resources and it could create policies and programs in this regard. H.R. 4389 is achievable, bipartisan legislation, without a large price tag, which addresses economic and security, as well as, educational issues. This bill is still in the Subcommittee on Select Education and will most likely be considered next year.

In light of these recent legislative initiatives, we have begun (very tentatively) to address a national need for greater language study. Yet, this new and fragile beginning is insignificant unless supported and encouraged by local, state and national policies to promote the study of languages and international studies and to make effective use of the resources already available. The need for language policies is not enough. It must be combined with *recognition* of the need and actions to deal with it. In short, if we hope to have comprehensive or intelligent language policies in this country, we must educate policy-makers to the need for such policy and we must suggest ways to address it. This cannot happen without support and commitment.

These are issues important in the broadest sense to our economy, national security and the quality of human life. And they are our responsibility. To avoid them because we are hesitant to become politically involved is to jeopardize not just our own future, but the future of our students and our nation as well. □

*Editor's note: Dave Edwards is the CLOIS lobbyist in Washington.*

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## CLOIS UPDATE: THE FY83 PROPOSED BUDGET AND PENDING LEGISLATION

The Reagan budget proposal for fiscal '83 pares the education budget to $10 billion, from $13 billion in fiscal '82, with further cuts suggested by the requested rescissions from FY82 and the President's plan to dismantle the department into an educational foundation.

Student aid programs represent nearly half ($6 billion) of the current education budget and these are slated for the largest cuts. With the elimination of the middle income assistance provisions, the President has withdrawn the federal commitment to equal educational opportunity and threatens to make higher education the province of the elite. By doing so, he has invited criticism from a vocal constituency and the student loan cuts promise to be a sensitive issue capable of immobilizing legislators in this election year.

With FY82 still unresolved, the Congress is reluctant to move on the FY83 budget, and appropriations bills and a first budget resolution may be deferred until after the November election. The current (third) Continuing Resolution expires on March 31, and it is possible there will be no budget reconciliation this fiscal year with continuing resolutions carrying into FY83.

Legislative priorities for the JNCL/CLOIS face immediate and future struggles as the administration seeks to slash $1 billion in rescissions from the education budget for FY82 and to eventually remove all federal responsibility for education. Following is a summary of relevant programs and their budget status:

—The administration has requested a $6.4 million rescission in *International Education*, Title VI of HEA, representing a 25 percent reduction from its FY82 funding of $25.8 million. For FY83, the proposed cut is more than 50%, down to $12.1 million. In addition, the budget proposal would move

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## LEGISLATION AND TESOL

*Continued from page 29*

administration of this program to the International Communications Agency.

—Funding for the *Education and Cultural Affairs* Division of the *International Communications Agency* would be *increased* from $88.1 million in FY82 to $100.6 million in FY83. This is the same amount earmarked for ECA in the Senate Appropriations bill for FY82, the restrictive language inserted after the agency's director threatened to reduce the ECA budget by 67 percent. The backlash generated by the education community's support for international exchanges can be credited with this marked success against the prevailing trend.

—Bad press generated by the administration's attempts last year to cut by half both the *bilingual* program and the *National Endowment for the Humanities* may be responsible for the less drastic nature of this year's proposed cuts. Thirty percent reductions are proposed in both programs for FY83. Bilingual education is also marked for an $11.2 million rescission from its $134.4 million FY82 budget; the FY83 figure is $94.5 million. The National Endowment for the Humanities would be cut from $130.6 to 96 million in FY83.

—The administration has not attacked federal support for educational research as a source of savings for FY83, probably owing to the nature of last year's cuts and the scant FY82 authorizations that resulted. Both the *National Institute for Education* (NIE) and the *Fund for the Improvement of Post-Secondary Education* (FIPSE) would receive little more than level spending under the Reagan budget for FY83.

—Consolidation of *vocational and adult education* in the President's budget would cut $240 million from these programs, with the block grant funded at $500 million, representng a 32 percent loss in funding.

### PENDLING LEGISLATION

There follows a complete analysis of all pending legislation relevant to the members of the Council for Languages and Other International Studies.

*H.R. 3231 and S. 1817*—Foreign Language Assistance. The House bill's sponsor (Paul Simon) has spoken with the Chairman of the Rules Committee and expects H.R. 3231 to come to the House floor within a few weeks. It will have an open rule and a number of amendments are to be expected. Particularly noteworthy is the possibility of a proposed amendment by Rep. Fenwick which would decrease the authorization, eliminate the elementary and secondary education sections of the bill, and change the capitation grants to institutional grants based on requirements. The Fenwick proposal would also include provisions to use existing Title VI structures to improve in-service training. CLOIS' count is that at this time, 176 representatives are for or leaning for H.R. 3231, 105 are against or leaning that direction and 153 are undecided. The undecideds, where we must focus our efforts for the next few weeks, are primarily Southern Democrats and Northern Republicans.

A "Dear Colleague" letter calling for cosponsors has been circulated on the Senate version (S. 1817) by Senators Moynihan and Inouye. Now is the time to begin writing your Senators to urge support for S. 1817 since the bill will need evidence of considerable backing before the Subcommittee on Education (Senator Stafford, Chair) will hold hearings on it.

*H.R. 4389*—National Commission on the Utilization and Expansion of Language Resources continues to languish in the House Subcommittee on Select Education. This bill is receiving support from the bilingual community and is a focus for groups that are working for the development of a coherent national language policy. By late spring, we must begin pressing for hearings on this legislation, the development of a Senate counterpart, and to have it considered before the end of the session.

*H. Con. Res. 243*—"A bill to express the sense of Congress that the educational and cultural programs of the U.S. Communications Agency should not be disproportionately reduced, but should, in fact, be strengthened." A copy of remarks in the Record by the resolutions sponsor, Mr. Panetta, and the bill are attached. H. Con. Res. 243 was referred to the Committee on Foreign Affairs, chaired by Clement Zablocki (D-Wis). Letters urging that the resolution be reported favorably should be sent to Mr. Zablocki.

*H.R. 4814 and S. 1196*—ICA—Educational and Cultural Affairs. The House bill authorizes funding for ICA at $494 million for FY82, the Senate bill is $561 million. Both authorize $482 million for FY83. The authorization bill have passed the respective houses and are awaiting a conference.

Budget figures specifically for Education and Cultural Affairs are good news. For FY82 the ECA budget is $88,142,000 and the FY83 budget estimate is $100,600,000 —a fairly impressive increase.

*H.R. 5088 and S. 1889*—Establishing a U.S. Academy of Peace which would be national in scope but not federally funded. Hearings on these related bills may be held in both the House and Senate soon.

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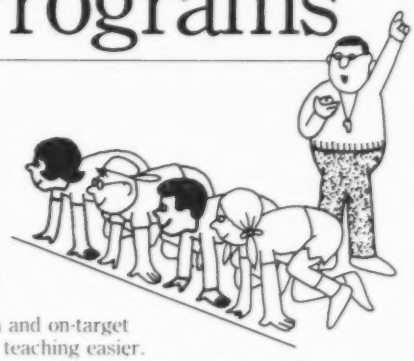

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## LEGISLATION AND TESOL

*Continued from page 30*

*S. 2002*—The Bilingual Education bill, sponsored by Senators Huddleston and Abdor, would make serious programmatic changes in Title VII of ESEA requiring intensive English instruction as a major part of all bilingual programs and limiting participation in programs to one year. Referred to the Subcommittee on Education on January 5.

*S. 1840 and S. 1841*—Introduced by Senator David Durenberger (R-MN) amending the Internal Revenue Code for deductions relating to foreign exchange programs. S. 1840 would raise the tax deduction for host families of foreign exchange students from $50 a month to $100 a month up to a maximum of $1000 a year. S. 1841 would allow families a 25 percent tax credit for the transportation expense incurred in sending a child overseas as part of a qualified foreign exchange program. Both bills have been referred to the Senate Finance Committee and if there are indications of support, the sponsor will seek to have hearings held in the Spring. For more information see the Congressional Record, November 17, 1981, let us know of your interest and we will send you copies, or call your Senator's home office and request a copy. Letters of support should be sent to Senator Durenberger.

*PL 97-63*—Establishes the Office of Undersecretary of Travel and Tourism (Peter McCoy); creates a Tourism Policy Council with representatives from the departments and agencies with international concerns to plan and develop a national tourism policy; and changes the old U.S. Travel Service into the U.S. Travel and Tourism Administration, U.S. Department of Commerce, Room 1863, Washington, D.C. 20230, (202) 377-0140. JNCL has alerted them to our existence, and we are seeking ways to be of help in identifying, categorizing and developing language resources in the major tourism centers.

*PL 116*—The Efficiency Amendments to the Immigration and Nationality Act has been signed into law as amended to allow ESL students to retain their student visa status.

Possible new legislation that would radically reform the immigration system is being considered by Alan K. Simpson, Chairman of the Senate Subcommittee on Immigration and Refugee Policy and Romano L. Mazzoli, Chairman of the House Subcommittee on Immigration, Refugees and International Law. Such legislation may contain provisions for employer sanctions, identification cards, guest worker programs and legal status for some illegal immigrants now in residence. To have a serious chance of adoption, the legislation will have to be introduced soon. We will notify you as soon as there is a bill or bills.

No new action on S. 386 (Education Gateway City Act) which would assess the special education needs of high immigration areas; H.R. 3817 (National Professions Education Act) which includes provisions for exchange programs between American professionals and their foreign counterparts; and H.R. 2954 (Alien Education and Impact Act) which is awaiting the Supreme Court's decision on U.S. vs. Texas. □

## RESEARCH DATABASES ON BILINGUALISM, TESOL, AND BILINGUAL EDUCATION

**by Miluse Soudek and Lev Soudek**
*Northern Illinois University*

These notes are intended to characterize the output of two institutions whose research and dissemination activities are vital for scholars, educators, and students in the areas of second language teaching, theoretical and practical aspects of bilingualism, and bilingual-multicultural education.

The Center for Applied Linguistics (CAL; see below for address and telephone numbers) has acquired an international reputation on the basis of its twenty-three years of service as a resource center mainly on English as a second or foreign language, language teaching, and bilingualism. Several of its past directors have been first-rate researchers in these fields. It has a multidisciplinary staff of professionals in linguistics, education, psychology, sociology, and anthropology. The Center has a world-wide network of experts and consultants, maintains offices in Washington, D.C., California, Florida and Thailand, and coordinates contrastive analysis projects in several countries. It also publishes several series, such as Language in Education, Bilingual Education: Current Perspectives, Advances in Language Testing, Indochinese Refugee Education (with excellent phrasebooks for Vietnamese, Lao, Hmong and Khmer). A CAL series typically consists of books, bibliographies, anthologies or collections of documents focusing on a given area.

The CAL also operates the Clearinghouse on Languages and Linguistics (CLL), one of the specialized data centers within the nationwide ERIC network. One of the many state-of-the-art documents generated recently by the CLL is a computer-produced annotated bibliography on language testing which contains all references to language testing that have been stored in the ERIC system since its inception in 1966 (Lange, Dale L. and Ray T. Clifford, comps. *Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography*. Washington, D.C.: CAL/CCL, 1980).

The *Linguistic Reporter* is a useful periodical published by the CAL nine times a year. Even more useful for the language teacher is the *ERIC/CCL News Bulletin* published by the Clearinghouse on Languages and Linguistics. In addition to tips on how to search for materials in second or foreign language instruction, the most important features of the Bulletin are lists of tailor-made searches of the ERIC database most frequently requested by researchers and educators. These lists include topics such as Audiovisual Aids in ESL, English for Special Purposes, Studies in Contrastive Analysis for the ESL Teachers, and many others.

The other institution, the National Clearinghouse for Bilingual Education (NCBE), was established in 1977. One of its major aims is to disseminate knowledge about minority languages and cultures in the U.S. The Clearinghouse has developed a computerized bibliographic database wich now contains over 5,000 documents and is updated periodically. The database consists of interrelated bibliographic, directory, and accession files. In addition to its own data, the NCBE has access to over eighty other computerized databases, such as ERIC, Psychological Abstracts, and Dissertation Abstracts. With these facilities, the NCBE is capable of offering expert on line bibliographic computer search services to scholars and educators.

A useful byproduct of the Clearinghouse's impressive storing and retrieving abilities is a series of directories, guides, and bibliographies published in book form. Some of these computer-based reference works published recently include the following titles: *Guide to Current Research* (1980), *Bibliography of Resources in Bilingual Education—Curricular Materials* (1980), *Guide to Publishers and Distributors Serving Minority Languages* (2nd ed., 1980), *Guide to Resource Organizations for Minority Language Groups* (1981). Its most recent, well-organized and very useful publication is the *Guide to Materials for English as a Second Language* (1981). All of the guides produced by NCBE contain integrated sets of indexes which make it possible to seek information from diverse points of departure. Detailed reviews of each of the materials mentioned above will appear in the *American Reference Books Annual* (ARBA), Vol. 13, 1982, available in most libaries.

Addresses:

—Center for Applied Linguistics (also ERIC Clearinghouse on Languages and Linguistics) 3520 Prospect St., N.W., Washington D.C. 2007
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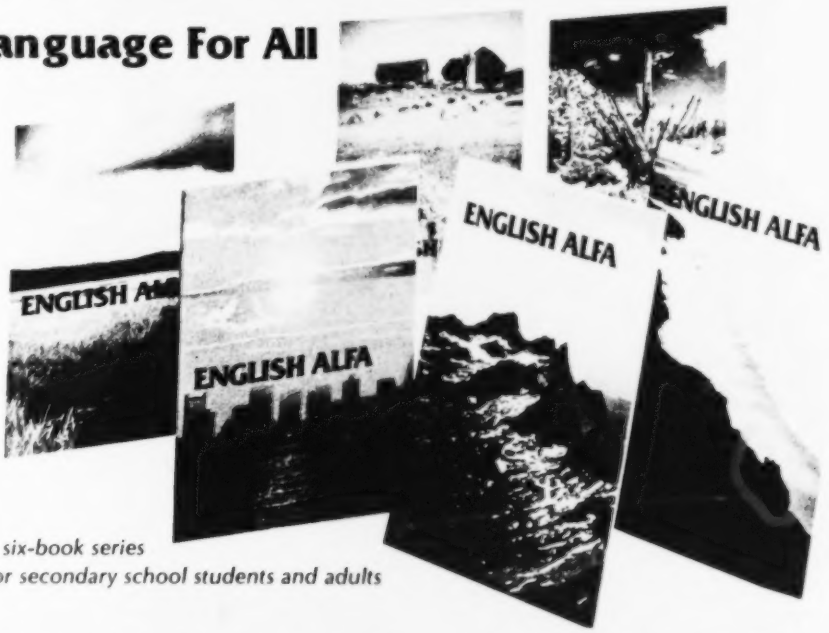


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## ENGLISH MATERIALS IN CHINA AND FOR CHINA

by Martha Bean

Before leaving for China, my colleagues Sherrie and Mike Kelly and I peered over our professional collection of English as a Second Language books and asked ourselves which would be best to take to China. Our task was to do teacher-training with English and science teachers at one of China's better-known technological institutes. We expected to be teaching methodology and advanced English with an EST (English for Science and Technology) slant but had no idea what materials would be available in China. So we took a little of everything.

Hindsight has made us wiser. In the first place, we found that the Chinese notion of teacher-training is quite different from the American notion. We had come prepared to work directly on methodology with the Chinese English teachers. They in turn were expecting to work on their English language skills but not necessarily on their teaching skills. A successful compromise has been to improve their English language skills through the use of modern methodology. The science teachers we work with are less interested in science and technology, which they understand far better than we, than in aspects of American culture. They are competing to study abroad on TOEFL-like examinations, and if successful will have to survive in modern American society, which is quite different from contemporary Chinese society.

One problem in China is availability of textbooks. China currently has a shortage of foreign currency and does not order textbooks in bulk from other countries. Many of the English texts available are produced by Chinese universities. These are good but rather difficult and heavily glossed in Chinese. They almost require a bilingual approach. Other texts available are 'pirated' editions of such American and British texts as *English for Today*, Books 1-6 (Am), *Essential English for Foreign Students*, Books 1-4 (Br), *New Concept English*, Books 1-4 (Br), and *The Structure of Technical English*, by A. J. Herbert (Br). We also found Barron's *How to Prepare for the Test of English as a Foreign Language (TOEFL)* and a Barron's TOEFL practice book. In addition, most universities and institutes have printshops and may be able to print copies of books you have brought with you. The author and publisher of *American Topics* (see below) may or may not be pleased to hear that our institute has printed a limited number of copies of this book for our students.

Regarding student abilities, we have found that our students are almost uniformly good at grammar (better than we are). Their listening and speaking skills need the most work, and they themselves are concerned about vocabulary expansion. Of the materials which we brought from the United States, the ones which we have found to be the most useful are:

**Listening Comprehension:**

(It is very important to get the accompanying cassettes, where such are available)

*Improving Aural Comprehension*, by Joan Morley, Univ. of Michigan Press (plus Teacher's Book of Readings and cassette)

*Listening in the Real World*, by Rost and Stratton, Lingual House

*Developing Listening Comprehension for ESL Students*, by Ted Plaister, Prentice-Hall (plus cassette)

*Listening In, Speaking Out for Intermediate Students*, by Whitley, James, and Bode (plus cassette)

**Speaking**

*Effective Techniques for English Conversation Groups*, by Julia M. Dobson, Newbury House

*A Conversation Book, English in Everyday Life*, Book Two, by Carver and Fotinos, Prentice-Hall

*Roll-a-Role* (a game), the Ungame Co., 761 Monroe Way, Placentia, CA 92670

*Jazz Chants*, by Carolyn Graham, Oxford University Press (plus cassette)

*If You Feel Like Singing*, by Osman and McConochie, Longman (plus cassette)

**Vocabulary Development**

*Encounters, A Basic Reader*, by Pimsleur and Berger, Harcourt, Brace, Jovanovich

*American Topics*, by Robert Lugton, Prentice-Hall

*Advanced Readings and Conversations*, the Institute of Modern Languages

*Developing Reading Skills, Advanced*, by Hirasawa and Markstein, Newbury House

*Expanding Reading Skills, Advanced*, by Markstein and Hirasawa, Newbury House

*504 Absolutely Essential Words*, by Bromberg, Liebb, and Traiger, Barron's

*Senior SRA Reading Kit*, Science Research Associates

**Grammar**

*Mastering American English, A Handbook-Workbook of Essentials*, by Hayden, Pilgrim, and Haggard, Prentice-Hall

*Rapid Review of English Grammar*, by Jean Praninskas, Prentice-Hall

**Methodology (for teacher reference)**

*Language and Language Learning*, Revised, by Nelson Brooks, Harcourt, Brace, Jovanovich

*Memory, Meaning, and Method*, by Earl Stevick, Newbury House

*Testing English as a Second Language*, by David P. Harris, McGraw-Hill

*A Practical Guide to Multi-Level Modular ESL*, by Canzano and Canzano, English Language Services

*New Horizons in English, Revised Edition*, Teacher's Manual for Books 3 and 4, by Mellgren and Walker, Addison-Wesley

**Miscellany**

*The American Heritage Dictionary of the English Language* (hardbound)

*Roget's Thesaurus*

*Bartlett's Book of Familiar Quotations*

The Sears catalog

*The Next Whole Earth Catalog*

Teachers who register with the Cultural section of the American Embassy receive the *English Teaching Forum*, a very helpful and readable journal of articles on English teaching abroad. The embassy also dispenses 'CARE' packages of whatever English books may be available at the time. We receive the *TESOL Quarterly*, and our institute receives the *English Language Teaching Journal* from England.

Of course, no list can be complete, and different teachers have their favorites. Some bonuses can be magazines from the U.S. We get *Time*, *Science News*, and *Co-Evolution Quarterly*, which are snapped up by students as soon as we finish them. Although not number one on my list, the Asia version of *Reader's Digest* is a big favorite in China. English teachers in particular cry out for modern novels. Classics are available in China and almost everyone has read *Jane Eyre* and *Pride and Prejudice*. Things more current are hard to come by. Steinbeck and Hemingway are especially appreciated, as well as contemporary writers, Joyce Carol Oates, and so on. And don't forget to bring one issue of your local newspaper. China's burgeoning population does not permit the luxury of wedding, birth or death notices, and the news in a local newspaper can be an interesting key to the life and culture of America.

We carried some of the above and shipped the rest by surface mail in small boxes (no more than 11 pounds each, as required by U.S. mail). I've often shipped boxes of books overseas, and my personal good luck charm is to paint each box red. So good luck to you. Happy painting and happy teaching! □

## TRIPPINGLY ON THE TONGUE...

From TESOLIN' 1, 2, Dec. '81

***Last issue "TRIPPINGLY ON THE TONGUE" offered poetry; what we have here is verse —***

**Our Strange Language**

When the Englishe tongue we speak
Why is "break" not rhymed with "freak?"
Will you tell me why it's true
We say "sew" but likewise "few;"
And the maker of a verse
Cannot cap his "horse" with "worse;"
"Beard" sounds not the same as "heard;"
"Cord" is different from "word."
Cow is "cow" but low is "low,"
"Shoe" is never rhymed with "foe;"
Think of "hose" and "dose" and "lose;"
And think of "goose" and not of "choose;"
Think of "comb" and "tomb" and "bomb;"
"Doll" and "roll," "home" and "some;"
And since "pay" is rhymed with "say,"
Why not "paid" with "said," I pray?
We have "blood" and "food" and "good;"
"Mould" is not pronounced like "could;"
Wherefore "done" but "gone" and "lone?"
Is there any reason known?
And in short it seems to me
Sounds and letters disagree.

*Source Unknown*

And, still verse . . .

**Spellbound**

It's true, I do not like to spell
Nor do I do it very well.
If "handle" is "le," why isn't "travel?"
Such mysteries I can't unravel.
There's also "pare" and "pair" and "pear,"
Though which is which, I've ceased to cair.
I master demons such as "guide,"
And "guard" with pardonable pruide.
But when it comes to "hear" and "here,"
I can't decide which way to stere.
And then I'm faced with "hair" and "hare"
To plunge me further in despare.
Indeed it seems to me absurd
To grapple with the written wurd—
I'd better throw away the pen
And never, never write agen.

Margaret Fishback

## LETTERS

*Continued from page 20*

**PORTERS REPLY**

Shooting as usual from the hip, Max Rafferty again gave readers of his column (March 8) a completely false and distorted picture of a field of education. Dr. Rafferty is, in my opinion, a clown and a shyster—an academic voyeur whose research consists of window-peeping in search of support of his pet preconceptions. While he is often clever with words, he is seldom careful with facts.

This time he exposed yet another part of his vast accumulation of ignorance by writing about bilingual education and English as a second language as if they were one and the same thing when they are, in fact, antithetical. They are related by language just as joy and sorrow are related by emotion.

The goal of ESL teachers and programs is not, as Mr. Rafferty believes, to reduce English to a secondary status in the United States. It is to teach English to people who have first learned another language and who, therefore, are learning English as a second language.

If Mr. Rafferty were even vaguely aware of what is going on in fields in which he brays so volubly he would know that. The fact that ESL is "taught by English-speaking teachers using textbooks printed in English" should give him almost orgasmic delight, though he would probably view it as un-American if he were to learn that it is done without the systematic disparagement of the heritage and destruction of the self-image of those who are entering the English-speaking environment from another one, as was done in the good old days he alludes, to.

The educational profession, not unlike the medical, legal, banking or any other profession, needs critics, watch-dogs and devil's advocates, but it needs honest rather than self-serving ones.

People in education, most of whom are quite competent, will continue to struggle with problems and ideas ranging from the trivial to the momentous; meeting with successes, frustrations and failures, and society will benefit from the struggle. Max Rafferty and his ilk will continue to stand on tip-toe, gazing longingly into the past and howl like jackals.

G. E. PORTER
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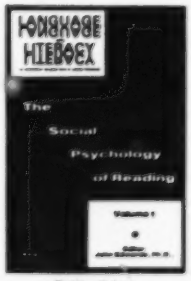


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## HAWAII CALLS

*Continued from page 2*

idea to rent a car for at least a day, which is enough time to drive around the entire island. However, we recommend the bus for most trips. For example, you can catch Bus #20 ("Airport") on Kuhio Avenue in Waikiki and ride it to Pearl Harbor, where you can take the free Navy tour of the Arizona Memorial. This is more enjoyable than taking the widely advertized boat rides to Pearl Harbor from Kewalo Basin, which will not take you into the Memorial itself. Again from Kuhio, take Bus #2 ("School Street" or "Liliha") to the Honolulu Academy of Art, to see their internationally famous collection of works from China, Japan and Korea. Continue on Bus #2 through the downtown financial district to Chinatown and the new Chinese Cultural Plaza. Again on Kuhio, take any Bus #8 to Ala Moana Center, a very large shopping center which is the terminal for most bus routes, including Bus #52 ("Kaneohe-Wahiawa"), which takes you around the island, stopping at the major beaches and attractions such as the Polynesian Cultural Center. Wherever you want to go, you can get there by bus, and you can get detailed directions at the information booth at Ala Moana Center or by calling 531-1611.

*Beaches.* Waikiki beach is the tourist mecca, and the best spot is right in front of the Royal Hawaiian Hotel. If you'd like to escape from the tourists and meet local folks without going too far, Ala Moana Beach (opposite the shopping center) is a family beach with excellent swimming. Opposite the zoo at the Diamond Head end of Waikiki you'll find Queen's Surf, another good city beach, which is mostly gay at the far end.

Leaving Waikiki and going around the island counter clock-wise, the major beaches are:

Haunama Bay, a spectacular lagoon-filled crater with excellent snorkeling and swimming. Suggestion: go early in the morning before the mobs, and bring along a package of frozen peas to feed the fish.

Sandy Beach and Makapuu Beach, two of the most spectacular body-surfing beaches in the world. Suggestion: be careful, and respect the sea and the surf.

Waimanalo Beach, Bellows Beach (weekends only) and Kailua Beach, some of the most beautiful beaches in the world, most likely to fit your image of what a perfect island should be like.

From Kailua, you can come back to Honolulu over the Nuuanu Pali Highway, stopping at the lookout, where you can lean against the wind and see a spectacular view of Windward Oahu. Or, you can continue on up the coast to the famous beaches of the North Shore. There won't be much surf there in May, but you can jump 30 feet off a rock at Waimea Bay, and visit Waimea Falls Park while you're there.

*Special recommendations from local TESOLers.* There's a lot to do here, and you'll have to select. Many suggestions can be found in the tourist literature distributed free at sidewalk locations on Kalakaua Avenue. You can find out about current cultural events by consulting the daily paper, "Honolulu" magazine, or calling the Arts Council (524-7120). We cannot cover everything here, so the following tips are selective and admittedly biased, personal suggestions of this writer and some other members of the local committee:

—Skip the Waikiki dinner sails, which are a real disappointment. But do ride a catamaran from Ft. DeRussy Beach, located between the Sheraton and the Hilton Hawaiian Village.

—Look toward Manoa Valley whenever you can. You might see a double rainbow.

—May 1st is Lei Day in Hawaii, and there will be lei-making all day in Kapiolani Park, Diamond Head end of Waikiki. In the evening, there will be a concert by the Brothers Cazimero at the Waikiki Shell. This annual event resembles a Busby Berkeley fantasy of Hawaii, but is nevertheless wholly authentic. If you want to experience aloha local style, get your tickets in advance, go early, picnic on the grass, listen to the music and watch hula until the moon rises over Diamond Head. You won't forget it!

—Take Bus #2, transfer at AlaPai to Bus #15 ("Makiki-Pacific Hts."), and get off at the Makiki pumping station to begin a 10-mile run around Tantalus Loop. Or go to the Marathon Clinic, 7:30 Sunday morning, at the bandstand in Kapiolani Park.

—Visit a neighbor island if you have the chance. Maui offers classy hotels, the whaling town of Lahaina, the long winding road to quiet Hana, and the incredible sight of sunrise in Haleakala crater. The Big Island has the most variety geographically: huge mountains, the smoldering volcano at Kileaua, the dry resort area of Kona-Kailua and rainy Hilo. Kauai and Molokai are smaller, less populated and beautiful. But don't try to do three islands in three days. You wouldn't do Europe in a week, would you?

—Macadamia nuts make good souvenirs, plain if you're returning to the U.S. mainland, chocolate covered if you're going back or on to Asia. Pineapples are widely available, but probably cost less in your supermarket back home.

You will certainly notice our high cost of living, second only in the U.S. to Anchorage. But remember, the weather and the beaches are free. Join us in Hawaii in May, and please feel free to ask any local TESOLers for advice. You should be able to spot us: we're the ones without the tans. □


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**John F. Haskell, Editor**

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TESOL NEWSLETTER
VOL. XVI, NO. 2, APRIL, 1982


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## ON THE ROAD

by John F. Fanselow
*President, TESOL*

Both as president from last March to this May and as first vice president during 1980-'81, my central role has been the same: to visit and speak at TESOL affiliate and other professional meetings. Though I don't use a different dialect when I speak as an officer at these meetings, and though I don't consciously try to act official at these meetings, I feel different when I am introduced as an officer than when I am introduced just as John Fanselow. People respond to the office as well as the person, after-all. And when I speak as an individual it is harder for teachers to see their work as part of a larger, world-wide effort than when I speak as an officer of a 10,000 member organization dedicated to the same work the affiliates are.

Of course, the purpose of visiting affiliates and other professional organizations is not just to speak. TESOL wants to be in personal touch with affiliates so we can be responsive to the needs of the profession, and so we can be reminded of the great value of the work of the hundreds of members in affiliates all over the world. Though some active members in a few affiliates sometimes wonder whether there will be others to take over, from an outsider's point of view, the affiliates are full of energy. We have to remember that during say a ten year span, the six to ten regular officers and executive board members in affiliates change five to ten times. This means that over time a very large percentage of the professionals in any one area are active. When we add to the officers and executive board members all those who are present at meetings, all those who help organize, make signs, call for ads, make snacks, drive visitors around and do the scores of other things

*Continued on next page*

## "THE FUTURE OF ESL AND BILINGUAL EDUCATION IN THE NEXT DECADE"*

by Ramón L. Santiago,
*President, NABE*

Regardless of our political affiliation, we educators must be concerned about the various postures assumed by the present administration regarding expenditures for educational and social programs, especially those aimed at the poor. Critics point to the administration's reiterated promise to dismantle the Department of Education, dilute the Voting Rights Act, emasculate the Lau Regulations and defund the Legal Services Corporation. While millions of dollars are earmarked for costly and sometimes unnecessary armaments (which we are told some of the conscripts cannot operate properly because of an inadequate education), the Department of Education continues to suffer devastating cuts: from $15 billion in 1982 to $11.4 billion in 1983 to $6.9 billion in 1987. The administration would have us believe that its proposal to replace the present Department of Education with a "Foundation for Educational Assistance" (FEA —which in Spanish means "ugly") does not signal a lack of support for education at the federal level. Educators disagree; they feel that "the foundation is not just a tidying up of the bureaucracy to make it more efficient—it's a full scale attempt by the administration to abolish the federal role in education." They see the foundation as a first step toward the total elimination of federal dollars to support the national role in education.

Moreover, educators worry about the priorities of the new administration. As a recent *Time* magazine article put it: "The problem is that in setting his priorities, the President tends to behave in a way that makes him seem insensitive to minorities on civil rights questions, to the poor where social welfare is concerned, and to women on feminist issues." All this leaves us little cause for rejoicing.

In addition, right now in Washington, D.C. there are several legislative and administrative initiatives afoot designed to seriously curtail the funding for Title VII, as I am sure is happening to Title I and other programs that directly affect not only bilingual education but English as a second language programs. The present level of $157 million for Title VII is slated to be reduced to $134 million for '82, and the administration is asking for only $94 million for 1983, or slightly over half the present funds. The cost of one helicopter not sent to El Salvador would educate a lot of our children in the United States.

The "new federalism" concept, which

*Continued on next page*

**TESOL invites applications for the position of *Editor* of the *TESOL Quarterly*, effective January 1983. Applicants should have: (a) background and interests which encompass both theoretical and practical issues in the TESOL profession; (b) some institutional support which allows professional flexibility and released time, and possibly some clerical support; and (c) desirably, some experience in editing. Applicants should send (1) a letter of interest, (2) a two-page statement of relevant experience, and (3) names of two professional references, by Sept. 15, 1982 to: H. Douglas Brown, Division of ESL—3070 FLB, University of Illinois, 707 S. Mathews, Urbana, IL 61801.**

## ON THE ROAD

*Continued from page 1*

needed in affiliates, we are talking about a lot of people expending energy. The vibrant energy I sense in the affiliates bodes well for continued growth of the profession and once again reaffirms the importance of volunteer effort. It would be hard to get the same quality and range of effort by paying for it.

Buoyant as I think affiliates themselves are, there are areas of concern. Unfortunately, affiliates do not determine hiring practices. Others, often outside of our profession do. And in spite of efforts of affiliates, the hiring of qualified professionals is still not the normal practice in many places. Well prepared ESOL teachers still have to go begging all too often. While there is no key to reversing this reality, I am convinced that the local affiliates must do the bulk of the day-to-day work to improve the job situation. I am also convinced more than ever that a vital task we must all work towards is the raising of the standards required to enter our profession. Training institutions must raise admissions standards, in-service preparation must be more rigorous and we must be willing to police the ranks of our profession. We will impress those who must pay for our services and those who receive our services more by showing that strong professionals make a difference than by any other ways we try to make the world see our importance.

The vibrant energy in the affiliates must be matched by the development of TESOL if we hope to continue to flourish as a profession. I hope that the revisions in the constitution that are being proposed to the membership in Hawaii will be supported so that TESOL can continue to develop. The aim of the revisions is to make TESOL even more responsive to the wishes and needs of the members than it has been, by expanding the Executive Committee and providing for direct representation on the Executive Committee from affiliates and interest groups. Change brings with it both excitement and new possibilities for we must all learn different roles. And we must begin to perform new tasks that will prevent us from acting in the same predictable ways we have been.

In addition to reflecting on the past two years, I would like in these remarks to take an opportunity to thank those who have been so gracious to me during the last two years as I attended affiliate meetings and other organizational meetings. A salute to the members of affiliates and to TESOL members is in order! I also want to thank the officers and members of the Executive Committee for their cooperation and spirit of compromise. H. Doug Brown in particular needs to be recognized for his work on the revision. Carol LeClair and the staff in the Central Office are symbols of responsiveness and help that make the whole thing work. And, the boundless energy of James Alatis, the Executive Secretary, provides the spark that keeps the motion.

Of course, addending thirty professional meetings during the last two years has had its drawbacks. On the weekends that I am home in between trips, my family has to remind me not to put my name tag on when I go out of the apartment. When I am introduced to people when we go shopping, I have to be reminded not to ask them where they teach and how long they have been a member of such and such an affiliate. And after so many flights I have to be reminded that I do not have to go through the motions of unbuckling a seat belt every time I get out of a chair. Finally, I have to be reminded that I do not have to pick up my overnight case every time I leave the apartment. On my own, I got to walk with my hands at my side rather than outstretched like wings though. Best wishes to Darlene Larson and John Haskell as they take up their offices and get on the road! □

## ESL/BL FUTURE

*Continued from page 1*

attempts to shift more responsibility to the local level, might be seen to benefit ESL programs, which have no national source of special funds comparable to those emanating from Title VII. But many state officials and educators worry that the money that would trickle down to the states either won't be enough to meet all the needs or will be utilized at the discretion of local authorities for purposes other than education.

Proposed changes in the language of the Title VII Act are also cause for concern for both our professions. Attempts to totally defund Title VII are not likely to succeed because even the most radical opponents of special programs for linguistic minority children recognize that the educational needs of these children must be met by one mechanism or another. But other suggested alterations to Title VII can be just as damaging. There are proposed provisions to reduce the number of children eligible to receive Title VII services down to one million by aiming these services at the "most needy." "Most needy" would be equated with the lowest level of English proficiency—that is, priority would be given to NEP (non-English proficient) children over LEP (limited-English proficient) children, under the assumption that NEP children have greater educational needs than LEP children. It is a cardinal mistake of the reformers to assume that the main goal of schools is just to teach English, rather than to educate, or that education can be imparted only in English. Research evidence and experience indicate that academic skills obtained through any native language can be transferred to any other language through adequate educational programs. In other words, limited English proficiency by itself cannot be the sole criterion for predicting success or failure in the acquisition of academic skills in the classroom.

The second proposed change in the language of the Act would allow other approaches besides bilingual education to be employed to meet the needs of LEP/NEP children. Presently a district which seeks Title VII funds must offer an instructional program which is bilingual—i.e., which includes a native language component in addition to ESL instruction. Under the new provisions, a district could submit a proposal to carry out autonomous ESL programs or other approved types of English–only approaches (such as immersion).

I am sure that these proposals will generate a variety of responses in different quarters. It is unrealistic to expect everybody to support either the present language of Title VII or the revised versions being proposed. But whatever position we bilingual educators favor, we must not allow ourselves to say that we oppose English-only options under Title VII because bilingual programs constitute the *only* way to serve LEP or NEP children. The evidence simply is not on our side. (I recommend to you Jim Cummins' latest article, "The Effectiveness of Bilingual Education," which addresses this point in detail.) We believe that bilingual education has numerous advantages beyond contributing to the acquisition of English by LEP children, but if we are to be professionally honest, we cannot claim that it is the *only* method or the *best* method in *all* circumstances. We have to admit (and we *do* admit) that under certain circumstances non-bilingual approaches may be more feasible and cost-effective than bilingual programs. Thus we can support or oppose the changes in the language of Title VII, but let us be sure to give the right reasons—reasons that can be empirically supported by research, reasons that take into consideration the best interests of the children we serve and not merely those of our own professions.

With respect to immersion programs as viable alternatives for the U.S., much needs to be clarified. We don't know whether Canadian-style immersion programs or the "structured immersion" variants favored by some will be suitable for U.S. populations who do *not* con-

*Continued on next page*

## ESL/BL FUTURE

*Continued from page 2*

stitute the majority, who are *not* learning a prestige foreign language in a supportive setting, who do *not* come from high socioeconomic backgrounds. Researchers tell us to proceed with caution in this respect and we should heed their advice.

One final comment in this area. Some people may question the use of Title VII funds, which are so scarce, for other than bilingual education approaches—not because these other approaches are not valid but because other sources of funding such as Title I are available for those purposes. This is another, legitimate argument, which has nothing to do with the validity of the approach itself, but only with the utilization of fiscal resources for particular purposes. Once again, let us keep our positions clear.

Turning to the state and local levels, we need to be concerned with what I call issues of the profession. For too long ESL and bilingual teachers have been treated as outsiders in the educational establishment, whether at the school or college level. We are coming to be known as "LIFO'S"—"last *in*, first *out*." We hear all sorts of horror stories pertaining to employment matters: no job security, no tenure or permanence, no promotional benefits, no certification, assignment to substitute duties—in short, a less than exalted status for capable professionals. At times bilingual and ESL educators are pitted against each other unnecessarily because state and/or federal regulations allow schools to pay the salary of bilingual teachers but not of ESL teachers, or vice versa. Some states have ESL certification/endorsement but not bilingual, or vice versa. The groups fortunate enough to gain certification or employment become the target of the excluded ones, and I believe that this result is both unfortunate and avoidable. How can we justify benefits for ourselves—such as certification—and yet deny them to our fellow teachers? If certification is so good, then it should be available to *all* our colleagues who meet the established criteria.

In this respect it's ironic that some teachers pay dues to teacher unions who then utilize that money to lobby against their own best interests. It is imperative that we keep our unions and our organizations honest and consonant with our principles. Also, when dealing with matters pertaining to employment, we should analyze the issues from the point of view of the whole profession of language teachers, and not from that of small special interest groups. In every state ESL and bilingual teachers should band together, and whoever has achieved certification or other benefits should support the efforts (financially and legislatively) of other groups trying to obtain the same benefits. The cooperative efforts of COTESOL AND CABBE in Colorado last year are illustrative of what can be done in this respect.

Another issue of moment is the increased politicization of educational policy-making. I think I am not naive enough to believe that education can ever be free from politics, but this year the players have gotten the art of mixing politics with education down to a science (if you'll forgive the mixed metaphor.) A perfect example is the Baker-de Kanter report that came out of the Office of Planning and Evaluation of the Department of Education. This document began as a perfectly legitimate effort to gather supporting evidence for the then Secretary of Education Shirley Hufstedler to use in promulgating the ill-fated 1980 proposed Lau Regulations. It was to be a review of existing Title VII program evaluations—not empirical or action research. Midway through the project (started under the Carter Administration) Secretary Bell and the new Administration withdrew the proposed regulations, and the document should have become moot. But by then the project had acquired a life of its own, fueled by the personal desire of various Department of Education officials to discredit the bilingual program. Even the writers of the document must have been surprised at the way their work was prefaced by a five-page summary with policy implications that were difficult to support on the basis of the main document.

The report, which by then had become an "internal" paper—having been neither commissioned nor approved by the current Secretary—was leaked to the press, and the "trial by newspaper" of bilingual education began. The upshot of all this is that the contents of the report (which incidentally takes potshots at ESL programs) have been quoted as gospel truth despite the methodological shortcomings pointed out by responsible researchers of many persuasions and the obvious self-serving political bias of the Department of Education officials who instigated it.

It is important for *all* of us to realize that more and more the government is resorting to such tactics as circulating damaging reports of dubious authenticity and quality, and passing them off as legitimate "research." In the ensuing hue and cry about the affected programs, public opinion is molded and some accommodating legislator can always be found to introduce a bill radically altering the program in question (cf. Rep. Stauton's and Sen. Huddieston's bills of recent vintage). We have to be on the alert for this type of unethical utilization of research results to formulate educational policy.

I have discussed at some length developments occurring at the national, state and local levels which could affect the future of bilingual education and ESL in the next decade. I have discussed the philosophy of the new administration regarding social and educational programs, budgetary changes (particularly as they apply to Title VII), proposed changes in the Title VII Act, and issues related to employment of the professions. What is the outlook for the future? And what should be our plan of action?

I feel optimistic about the future of ESL and bilingual education, but we have a lot of work to do. First, there must be increased cooperation between collateral organizations like TESOL and NABE at the national and affiliate levels. As I said before, both our organizations have a good record of cooperative ventures. For example, Colorado TESOL helped Colorado NABE fight against the repeal of the state bilingual law, and even though the effort was unsuccessful it resulted in closer ties between the two affiliates. Florida TESOL, in turn, carried out joint fundraising activities with Florida NABE and worked together to develop a national language policy statement. Also, many of you are aware that some local affiliates, notably NJTESOL/NJBE and Alaska TESOL/BE, are associated with both NABE and TESOL.

In addition NABE participates with TESOL in the Joint National Committee for Languages (JNCL) in the belief that the language teaching profession is and should be one family. Jim Alatis has testified on various occasions on behalf of bilingual education, and recently we both found ourselves as witnesses before the National Advisory Council for Bilingual Education in Washington, DC. In turn, NABE has supported Representative Simon's HR 3231 bill promoting foreign languages. Both organizations strive to have representation from sister groups at their national conventions to maintain contact with each other.

More importantly, TESOL has issued a position paper on "The Role of ESL in Bilingual Education" (I was fortunate to participate in the drafting of the document) which unequivocably supports good bilingual programs with good ESL components. The document makes some telling assertions that we should keep in mind when we are threatened with dissension among the ranks:

"Bilingual teachers and teachers of ESOL must accept a partnership relationship in bilingual education"

"Of the three educational approaches listed above (bilingual instruction with ESL, monolingual instruction with ESL, monolingual instruction with no ESL), TESOL recommends the first, bilingual instruction including an ESL compo-

*Continued on next page*

## ESL/BL FUTURE

*Continued from page 3*

nent, as the preferred model, for instructing students of limited English proficiency, whenever feasible."

Under strategies for cooperation the position paper pledges that "TESOL will maintain and enhance the reciprocal liaison which has been established with NABE." Finally the document reaffirms that "International TESOL endorses and supports the bilingual approach to education, recognizing that it provides students of limited English proficiency with equal educational opportunities. ESL is an integral and essential component of bilingual-bicultural programs in the United States."

For its part, NABE has been very active fighting for the survival of Title VII and joining with local groups in promoting certification of ESL and bilingual teachers in various states. NABE is also cooperating with AACTE to develop standards for accrediting multicultural teacher education programs. Also, our sociopolitical concerns committee is in the process of drafting a new Title VII bill for consideration by Congress, and we continue to work very closely with Jim Alatis in Georgetown. Personally, this is my third visit this year to a TESOL affiliate,* and I and other NABE Executive Board members will continue to share with you all for a long time to come. More importantly, NABE feels strongly that we should have an ESL SIG in the same way that TESOL has a Bilingual Education SIG. I am thus issuing a challenge to any of you who are NABE members to assist me in setting up such a SIG in NABE before the year is out.

The existing cooperation between TESOL and NABE is a good first step, but more must be done. There is a need for all of us to become more politically active. It is irresponsible to attempt to avoid political activism by hiding under the label of "educators" and leaving the politicking to lobbyists. *All* of us are lobbyists—we'd better be, if we care what happens to education. This doesn't mean that all of us have to run for office, or that we have to run around the halls of Congress or of state capitols. There are many ways to become involved, and I recommend to the leaders of TESOL affiliates that they obtain a copy of the JNCL manual on political involvement, which lists in cookbook fashion all that can be done to influence the actions of federal, state and local governments in educational matters.

We must also learn to respond to calls for action and not fall back on the "I'm too busy" reply or "I'll do it next time." We should look upon participation in the day-to-day political process as we do upon participation in the affairs of our children's schools. The consequences of the New Federalism may not all be positive, but it may force us to become participants at the local level. We *can* make a difference, but only if we *choose* to get involved.

Above all, it is esssential that we assist the United States in developing a national and rational language policy which, rather than restrict and mandate, liberates the nation and its citizens to be all that they can be. Whatever our philosophy of education or of life might be, knowing more *can't* be worth less. Any policy in any country which endorses monolingualism as a desired outcome of the educational process can't be very enlightened. Whatever our approach or methodology for getting there, all of us as educators and people of good will should be able to support the notion that bilingualism is in the national interest (really in the international interest). Let us agree in principle that bilingualism (multilingualism) and biculturalism (multiculturalism) are good things. Then let us agree to explore all possibilities for a bilingual America and a bilingual, peace-loving world.

¡Que Dios les bendiga! □

* *Address Presented at the Tenth Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages and Bilingual Education Association, Americana-Congress Hotel, Chicago, Illinois, February 27, 1982.*

The 1982 TESOL Summer Meeting

JULY 16—17, 1982

TESOL is proud to announce its Fourth Annual TESOL Summer Meeting to be held on the campus of Northwestern University in Evanston, Illinois, on Lake Michigan (just north of Chicago) in conjunction with the Fourth Annual TESOL Summer Institute.

There will be presentations on Teaching ESL/EFL, Methods, Classroom Techniques, SESD, Research in Second Language Acquisition, Classroom Testing, Applied Linguistics, Bilingual Education, Vocational ESL, ESP and Language and Culture.

Featured Plenary Speakers are James E. Alatis, G. Richard Tucker, Merrill Swain, Stephen Gaies, Richard Yorky and Mark Clarke.

Information on this meeting will be sent to all TESOL members.
Others may write to: John Haskell, Program Chairman,
Northeastern Illinois University, Chicago, Illinois 60625, 312 492-7572

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# NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

## INTERNATIONAL SYMPOSIUM ON LANGUAGE TESTING

The Language Centre, University of Hong Kong is organising an International Symposium on Language Testing from the 18th to 21st December, 1982. The overall scope of the symposium is an attempt to derive a principled approach to the design and validation of language tests, while encouraging the test designer to be creative.

Discussion will centre upon two thematic areas: 1. Direct/performance testing, 2. Large-scale testing.

Proposals should arrive not later than 15th April 1982, and should be addressed to: The Secretary, The Organising Committee, International Symposium on Language Testing, Language Centre, University of Hong Kong, Hong Kong.

## CALL FOR PAPERS

Call for papers in the field of ESL and cross-cultural communications for the 1983 Midwest Regional Conference on English in the Two-Year College (a regional arm of the National Council of Teachers of English). The conference will be held in Kansas City, Kansas, on February 17-19, 1983.

Format for presentations can include panel discussions, demonstrations, materials preparation, etc. We hope to draw presenters from a wide area of the Midwest who are involved with ESL—preferably, but not necessarily—at the community college level. Those in secondary, university, refugee, and adult education are also eligible and welcome. Persons interested in participating in the conference as presenters, presiders, or recorders should contact me by phone or letter as follows: Mr. Robert Pesek, Director, English as a Second Language Institute, Siena Heights College, 1247 E. Siena Heights Drive, Adrian, MI 49221. (517) 263-0731, Extension 244

## KENTUCKY TESOL ESTABLISHES SUMMER SCHOLARSHIP

Kentucky TESOL is proud to announce its first Summer TESOL Scholarship. An Awards Committee has been appointed to review applications and to make the final award decision on the one scholarship which will be offered this year. The award is to cover the cost of tuition (for up to two courses) and on-campus housing at the 1982 TESOL Summer Institute for a maximum award of $527.

The Awards Committee has outlined applicant requirements which include: (1) membership in Kentucky TESOL; (2) a listing of academic work and degrees; (3) a description of professional ESL or ESL-related experience; (4) a summary of contributions to Kentucky TESOL; (5) a narrative explaining how the award will benefit and improve the applicant's professional competence; and (6) a signed statement agreeing to submit a report to Kentucky TESOL summarizing the Institute.

## NEW SCHOLARSHIPS FOR THE 1982 TESOL SUMMER INSTITUTE

Two publishing companies have generously donated money for student scholarships for the 1982 TESOL Summer Institute. Regents Publishing Company has contributed money for one student to take two courses at the Institute. National Textbook Company has paid the cost for one student to take one course.

All those who applied for the Ruth Crymes Fellowships were automatically considered for these two fellowships as well. Again, we graciously acknowledge the contributions from both Regents Publishing and National Textbook.

## JOINT NATIONAL COMMITTEE FOR LANGUAGES

The House budget resolution to be released Friday will include $100 million more in budget authority for Function 500, Education.

In an unexpected boost to education, the House Budget Committee adopted an amendment Thursday, introduced by Rep. Paul Simon (D-IL), to transfer $100 million from defense into education to finance a National Security Foreign Language Program.

The amendment was originally defeated, but in a second vote, it passed 15-14. The vote was split along party lines with Committee Chairman Jim Jones (D-OK) and Reps. Richard Gephardt (D-Mo) and Phil Gramm (D-TX) defecting. Rep. Bobbi Fiedler (R-CA) recorded the only affirmative Republican vote.

Budget committee proposals are only recommendations, and they are not binding on the authorizing and appropriations committees. However, if the amendment survives, the additional education monies could be used to finance H.R. 3231, the foreign language assistance program that Mr. Simon has ushered through the Education and Labor Committee. This action is contingent upon passage of the bill in the House, where it awaits scheduling by the Rules Committee, and later movement in the Senate. Currently, Title VI, of the Higher Education Act, is the only existing legislation that specifically earmarks funds for foreign language study.

Budget committee members Jim Wright (D-TX), David Obey (D-WI), Norman Mineta (D-CA), Jim Mattox (D-TX), Stephen Solarz (D-NY), Timothy Wirth (D-CO), Leon Panetta (D-CA), Bill Nelson (D-FL), Les Aspin (D-WI), Thomas Downey (D-NY), Adam Benjamin (D-IN), Brian Donnelly (D-MA), Mike Lowry (D-WA), and Bobbi Fiedler (R-CA) approved the measure.

## FULBRIGHT SENIOR SCHOLARS

Applications are now being accepted for Senior Scholar Fulbright awards for university teaching and postdoctoral research in over 100 countries during the 1983-84 academic year. Awards are offered in all academic fields for periods of 2-10 months.

Interested applicants may now obtain application forms and information on college and university campuses in the Office of the Graduate Dean at graduate institutions or the Office of the Chief Academic Officer at 2- and 4-year institutions. On some campuses, material is available from the Office of International Programs.

Prospective applicants may also write for applications and additional details on awards, specifying the country and field of interest to: Council for International Exchange of Scholars, 11 Dupont Circle, Suite 300, Washington, D.C. 20036. All applicants must be U.S. citizens and have had college or university teaching experience and/or a Ph.D. or the equivalent.

*New applications deadlines* are in effect for 1983-84 awards: June 15, 1982, for American Republics, Australia and New Zealand.

September 15, 1982, for Africa, Asia, Europe, and the Middle East.

The Fulbright program is funded and administered by the United States International Communication Agency.

## LIMITED ENGLISH PROFICIENCY PROGRAM FOR VOCATIONAL EDUCATION

As part of its effort to meet the community's employment training needs, Waubonsee Community College has developed and fieldtested a vocational education program for Limited English Proficiency (LEP) students in Machine Tool and Secretarial Science, with corresponding Vocational English as a Second Language (VESL) courses. Funded by the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, the Waubonsee LEP Project for Vocational Education has offered short-term, part-time training programs aimed at providing students with skills for entry-level employment, job upgrading and/or further education.

The Project is based on the premise that LEP students can be taught the same vocational content and skills as native English speakers, but that in order to accomplish this, vocational materials must be adapted in format and language, and corresponding Vocational ESL courses must be offered. During 1981, a comprehensive set of vocational materials entitled *Machine Shop Fundamentals* was developed.

**Machine Shop Fundamentals: Part I**
Twenty-four competency based lessons
Flexible sequence
Abundance of technical illustrations

**Machine Shop Fundamentals: Part I Student Workbook**

*Continued on next page*

## ANNOUNCEMENTS

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Technical Vocabulary for each lesson
Study Questions for each lesson
Review Questions for each lesson
Worksheets for most lessons

**Machine Shop Fundamentals: Part I Vocational Instructor's Manual**

Comprehensive notes and suggested teaching strategies
Student native language supplements of *Machine Shop Fundamentals: Part I* in Spanish, Lao, and Vietnamese for each lesson
A Self-Test for each lesson

**Machine Shop Fundamentals: Part I Technical English Instructor's Manual**

Comprehensive notes and suggested teaching techniques
Visuals for each lesson
Semi-Technical Vocabulary for each lesson
Technical English Worksheets for each lesson

A review of traditional machine tool vocational materials and techniques showed that they presuppose high language and academic skills which the majority of LEP students do not possess. Even the few existing materials targeted for LEP students have little usefulness because most of them are designed for the small minority who possess advanced English skills.

In a vocational program aimed at training LEP students for employment in the United States, appropriate English vocational materials are the key to the students' success in training and ultimately on the job. As demonstrated by *Machine Shop Fundamentals: Part I*, the necessary adaptations of format and organization of concepts, and the necessary language simplification (structures and vocabulary) can be done without diluting the technical content.

The language and academic skills presupposed by traditional vocational textbooks present similar barriers to LEP students and to other special needs students. Like LEP students, many disadvantaged and handicapped students have difficulty in reading and using such traditional textbooks. The Project believes that English vocational materials which are appropriate for LEP students can also be effectively utilized by these other special needs students.

The twenty-four competency based lessons of *Machine Shop Fundamentals: Part I* may be used as a main textbook, as a supplementary textbook, or as the basis for a pre-vocational training course in bilingual and non-bilingual training programs.
lessons are divided into the following Units:
UNIT 1 Machine Tool Technology
UNIT 2 Safety in the Machine Shop
UNIT 3 Introduction to Machine Tools and Machine Operations

*Continued on next page*

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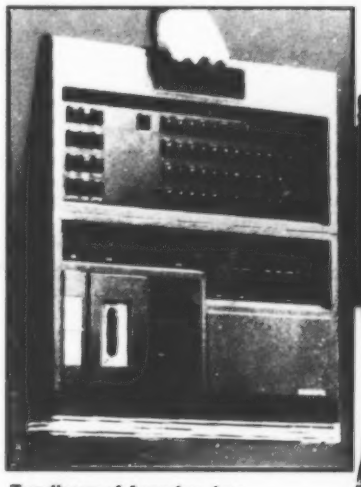

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## ANNOUNCEMENTS

*Continued from page 6*

UNIT 4 Measurement
UNIT 5 Blueprint Reading
UNIT 6 Layout
UNIT 7 Bench Tools

*Machine Shop Fundamentals: Part I* will be available in the Spring of 1982. For further information contact: Michael G. Kelly, Project Director, Waubonsee Community College, Route 47 at Harter Road, Sugar Grove, IL 60554, (312) 466-4811, Ext. 320.

### SCHOOL OF EDUCATION—UNIVERSITY OF DENVER

**WORKSHOP: Dealing With Diversity: Working With Non-English Speaking Children**

**Meeting: August 2, 4, 10, 12 from 9:20 a.m.-2:00 p.m.**

**Coordinated by Edith W. King Professor of Educational Sociology**

**This workshop will focus on:** examination of the background of the status of ethnic diversity in the schools of the United States today; discussion of human rights perspectives on teaching new immigrant populations; the impact of the transition from refugee to new citizen on these children; discussion of the implications of integration and desegregation policies on new immigrant, ethnically diverse populations in American schools; techniques for identifying "Lau" category A, B, C level children for appropriate funding sources at the state and federal levels for programs for NES children; strategies and techniques for teaching NES children from widely diverse ethnic groups now characteristic of those pupils attending many American elementary and secondary schools. For further information on costs and eligibility for tuition waivers contact: School of Education, University of Denver, Denver, Colorado 80208, (303) 753-3646.

### SECOND ANNUAL COLLOQUIUM

The Second Annual Colloquium on Issues and Approaches in ESL Composition is being organized for TESOL 83 (Toronto, March 15-20). This will be a 6- or 12-hour colloquium featuring an exchange between invited researchers in native-speaker composition and researchers and teachers in ESL composition. The primary focus will be research on the composing process and practical applications for ESL composition teaching and learning. If interested in participating in the colloquium, please send a brief summary or outline of your proposed contribution by July 15, 1982, to either Barbara Kroll (933 S. Curson Ave., Los Angeles, CA 90036) or Holly Jacobs (2486 Red Barn Rd., Marietta, Ga. 30064).

### RESEARCHERS' DATA BANK

A survey supported by the TESOL organization and the TESOL Research Committee is being conducted to compile information on classroom-entered research. The end result of the compilation of this information will be: 1) the establishment of a data-bank that will make classroom research data available to interested researchers, 2) an overview of research being conducted in classroom settings.

If you are presently conducting, or have conducted, research in this area and would like to participate in this endeavor, kindly contact: Else V. Hamayan, Bilingual Education Service Center, 500 South Dwyer, Arlington Heights, IL 60005.

### THE AMERICAN LANGUAGE ACADEMY CAI SEMINARS

**Individualized Language Teaching Through Microcomputer-Assisted Instruction**

July 6-10, 1982, Washington, D.C., and August 10-14, 1982, Ashland, Oregon. Both intensive five-day seminars will provide the theoretical background and hands-on experience necessary to enable participants to make practical use of microcomputer-assisted language instruction. The curriculum will cover such areas as the effectivness of CAI in teaching individual language skills, designing CAI educational programs, finding and evaluating packaged software, and buying a microcomputer system for CAI. For further information write CAI Seminars, American Language Academy, The Catholic University of America, Washington, D.C. 20064 U.S.A.

### BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT

The Boston University School of Education announces the Seventh Annual Conference on Language Development, to be held October 8, 9, 10, 1982 at the George Sherman Union, 775 Commonwealth Avenue, Boston. Papers on such topics as first and second language acquisition, bilingualism, language disorders, reading, writing, testing and evaluation, sign language, neurolinguistics, sociolinguistic interaction, and language acquisition in disordered populations will be considered for presentation at the conference. The deadline for submission of abstracts is June 1, 1982. To obtain abstract guidelines and information on preregistration and local arrangments, write: Language Development Conference, School of Education, Boston University, Boston, MA 02215.

### INTERNATIONAL LEXICOGRAPHY CONFERENCE AT EXETER

**September 1983**

Preliminary registrations are invited for an international conference on all aspects of lexicography, to take place at the University of Exeter from 9-12 September 1983 (full lecture programme 10th and 11th).

There will be some keynote lectures on the major general issues in dictionary-making, but the emphasis will be on more specialized topics, discussed in section meetings, on the subjects of: (a) The Historical Dictionary; (b) The Bilingual Dictionary; (c) The Learner's Dictionary; (d) Terminology Standardisation; and (e) Computer-Aided Lexicography.

The all-inclusive charge for the period Friday evening to Monday morning will be approximately £90.00.

Write to: Dr. R. R. K. Hartmann, The Language Centre, University of Exeter, Exeter EX4 4QH, Devon, U.K.

### LANGUAGE TESTING NEWSLETTER

This is a twice-yearly publication to help maintain contact between all interested in language testing and evaluation. The Newsletter includes news of tests, research and meetings, and reviews of books. It contains about 24 pages per issue. Subscription: £1.25 (Britain and overseas surface mail) or £2.50 (overseas airmail). A free sample copy may be obtained from the editors: Don Porter & Arthur Hughes, Department of Linguistic Science, Faculty of Letters and Social Sciences, University of Reading, Whiteknights, Reading RG6 2AA, England.

### 1982 SUMMER PROGRAM

The Stanford Institute for Intercultural Communication will be held July 22-August 6, 1982 on the Stanford University Campus. Three training sessions varying in duration will present workshops to examine cross-cultural training in a variety of professions.

The core training session (Session II, July 25-30) consists of those workshops which have been the most successful in meeting the specific needs of their targeted professional groups over the years. The topics of these intensive training programs are 1) Teaching Intercultural Communication, 2) Counseling Across Cultures, 3) Developing Multicultural Education, 4) Programming International Education, 5) Training in Transnational Business, 6) Developing Global Perspectives, K-12, 7) Training in ESL and VESL, and 8) Managing Binational Organizations: Japan and the U.S.

The Advanced Program (Session III, August 1-6) promises a new and very exciting workshop designed for trainers and educators who wish to build new models for intercultural communication training and new research methodologies. The five-day session will be primarily for participants who are well-versed and experienced in the field of Intercultural Communication.

The special two-day training session (Session I, July 22-23) is designed for participants interested in one of two foci; 1) The Role of Gender in Communication Training, and 2) Working with Indochinese Communities. Both of these programs have been initiated through demand the Institute has received from the community.

Along with these three sessions, Internships will be offered to qualified people interested in a full two-week program (July 17-30). Interns will explore central theories, methodologies, and issues in intercultural education, training, and research.

In addition to the general program and its series of presentations, simulations, and special events, the Institutes unique library will be available to all participants. Its 700+ books and 1200+ articles have proven, in the past, to be an invaluable resource.

The Institute fulfills the requirements set forth in the California State Education Code Provision 44560, and will offer optional credit from a nearby state university.

For further information, contact the SIIC at (415) 497-1897, or write. Deadline for registration is June 18, 1982. *Enrollment is limited.*

# AFFILIATE/SECTION NEWS

### T.E.A.L.

The *TEAL Occasional Papers* editorial committee of the Association of B.C. TEAL has recently published the 1st volume of *CONFERENCE PROCEEDINGS*, a collection of timely and informative articles based on presentations at the TESL 81—TESL Canada Conference held in Vancouver in March, 1981.

The wide range of topics are of value to all educators concerned with students for whom English is a second or additional language, from classroom teachers and administrators in schools with an ESL population to ESL specialists teaching K—12 or adult education.

Copies of this volume may be ordered by writing to: *TEAL Occasional Papers*, Assoc. of BC TEAL, c/o BCTF, 2235 Burrard St., Vancouver, BC, V6J 3H9. The price per copy is $7.50 for TEAL members and $8.50 for non-members, plus $1.50 for postage. Volumes 3, 4, & 5 of *TEAL Occasional Papers* are available at $4.50 per copy. Volume 6 will be published soon.

### CATESOL

The California TESOL affiliate has five conferences scheduled for 1982-83: 1) Oct. 16, Los Angeles; 2) Oct. 23, Stanford; 3) Nov. 6, San Diego; 4) Nov. 6 or 13, Santa Barbara; and 5) the annual state conference in Los Angeles, Apr. 15-17, 1983. President of the 2,200 member affiliate is Tippy Schwabe, University of California, Davis. CATESOL also publishes a newsletter five times a year and an annual *Occasional Papers*. For further information about presenting at any of the conferences or for subscription rates to publications, write to: CATESOL Membership, Alemany Community College, 750 Eddy Street, San Francisco, CA 94109.

### ELEMENTARY SCHOOL SIG NEWS

Congratulations to the Elementary School SIG on a terrific workshop presentation on "Teaching ESL Through Song." Despite the snow and cold, a large group attended this dynamic workshop on January 9, 1982 at Teachers College, Columbia University. Kudos to John Balbi and Nancy Newkirk, leaders of the New York City Elementary SIG, who organizated this music workshop.

The participants enjoyed Dolly O'Neill Mejia's presentation, "Effective Ways of Using Song to Teach ESL." Samuela Eckstut, from Longman Publishing Company, demonstrated "Dippity Doo." Carolyn Graham gave a preview of her soon-to-be-published "Turn of the Century Songbook." Nancy Newkirk summarized the workshop and distributed a resource unit which has a structure guide to commercially prepared music publications (Gail Slater) □

### PUERTO RICO TESOL

President Agnes Werner is announcing a call for presenters for worshops and papers for the 9th Annual Convention of Puerto Rico TESOL which will be held on November 19 and 20 at the Condado Convention Center, San Juan, Puerto Rico. Please submit proposals to Ms. Werner, Puerto Rico TESOL, University of Puerto Rico, P.O. Box 22795, University Station, Rio Piedras, P.R., 00931.

### ILLINOIS TESOL/BE
**Annual Convention**

Above: Ramon Santiago, President of NABE. Above right: Mary Ann Boyd and John Boyd, President—elect of Illinois TESOL/BE. Right: Virginia Welninski, one of the founders and 1st president of Illinois TESOL/BE, being presented with a lifetime membership on the Executive board of Illinois TESOL/BE by its President Richard Orem.

### JALT CONFERENCE CALL FOR PAPERS

The Japan Association of Language Teachers (JALT), an affiliate of TESOL, will sponsor that JALT international conference on language/teaching from October 9 to 11, 1982. The conference will be held at Tezukayama Gakuin University in Osaka. Over 900 participants are expected to attend a broad range of presentations dealing with language teaching and learning.

We welcome papers, demonstrations, and workshops concerned with teaching and learning a foreign language. Classroom instructors, curriculum designers, administrators, teacher trainers and those involved in relevant research in foreign language teaching or related disciplines are encouraged to submit proposals.

*Before June 15, 1982* send the following items to the Program Coordinator at the address given below:

1) Two copies of your 200 word typewritten abstract, one with your name and contact address ON and one with your name OFF. The purpose or central idea of the proposal should be clearly stated within the text of the abstract. Commercial presentations should be clearly indicated. Immediately following the abstract, indicate the primary audience/s for whom the presentation is intended. Also, list any equipment that you will need for your presentation.
2) One copy of a 25-50 word bio-data statement.

Both items should be prepared as you would wish them to appear in the printed conference brochure. After observing these procedures, send to: Triny Yates-Knepp, Program Coordinator, Hiyoshidai, 5-6-11, Takatsuki, Osaka 569, Japan.

### Penn TESOL-East

In our first year we have had three highly successful conferences, the most recent, with Earl Stevick and Ann Raimes as featured speakers—over 180 people attended.

Our first *elected* executive committee (we had a temporary steering committee up until our recent election) for 1982-83 is as follows:

President: Barry P. Taylor
First Vice-President: Carol A. Puhl
Secretary: Patricia Rizzotto Moore
Second Vice-President: Kathleen Grossen
Treasurer: Charles H. Matterson
Member-at-Large
Elementary: Emilio Cortez
Secondary: David Wolfe
College/University: Dale Lund
Adult Education: Marilyn Funk

### NYS ESOL BEA 12TH ANNUAL FALL CONFERENCE

NYS ESOL BEA 12th Annual Fall Conference, featuring "Halloween in the Capital District" is scheduled for October 29-31 at the new Albany Hilton. For registration information write: Conference Chair, Helaine Marshall, 17 Murchinson Place, White Plains, NY 10605.

# AN EMPIRICAL ANALYSIS OF PSYCHOLOGICAL CONSTRUCTS UNDERLYING THE DESIRE TO TEACH ESL/EFL: *A SATIRE*[*]

**by James Dean Brown**

While it has been observed that many people go into the teaching of ESL/EFL (R. Manic, 1982), there has been insufficient empirical research into the nature of that which motivates perfectly sane people to go into such a field [at least nothing that I've read, which isn't much because I can't understand all those numbers and tables anyway].

One interesting series of case studies is now in progress in the People's Republic of China (Mei You, In typewriter), which has demonstrated with fair substantiation that there is a much higher than usual correlation ($r = 10.57$, $n = 3$) between teaching EFL and a lack of protein in the diet. The author concludes cautiously that we might all be better EFL teachers if we were to become vegetarians.

A related study (N. Vitro, Unpublishable ms.) indicated (though not explicitly stated) a strong relationship between ESL/EFL teaching and poverty [as measured by hourly wage (it was also noted that this field is one of the few "professions" dominated by an hourly wage)]. Investigating variables such as sex (or lack of same), educational background (where relevant) and years of experience,[**] the investigator used Kai-square analysis to invest his study with his own preconceived notion that ESL/EFL teachers are poor—in fact, significantly ($p < .000001$) poorer than national averages for welfare recipients.

While such studies point to physical and economic factors as underlying the depressing tendency to teach English as a second language, it is this author's firm, though totally unsubstantiated, belief that all second language teaching is motivated by (a) psychological construct(s). *The purpose of this paper*, then, is to feret out these deeply embedded and clearly detrimental constructs [but mostly to make use of the computer (a HAL 2001) printout my friend helped me with].

* I would like to thank George English, Susan Scholz, Ann Graham, Peggy Hilferty, Fiona Walker and Dianne Connell for the chuckles and derision that made this study possible. Any errors are, of course, intentional.

** n.b., interestingly, he found that many teachers have only had one year of experience over, and over, and over again.

The research questions in this study are as follows:

1) Do ESL/EFL teachers have psychological constructs?
2) If so, how can they be cured?
3) If they cannot be cured, should euthanasia be legalized?

The alpha level for all statistics is set at .98 (three tailed, multidirectional).

## Methods

### *Subjects*

It was felt that, due to the complexity of obtaining subjects (Ss) and keeping them alive, a minimal number should be used. Hence, a sample of six Ss was selected on the basis of characteristics sought by this researcher. All six were semi-literate ESL, EFL, TESL, TESOL, Peace Corps or TOEFL Prep teachers between the ages of 12 and 85, who had a minimum of zero years teaching experience and a maximum of "unknown" years experience. These six subjects were divided into six groups, all with equal sizes. Group A was the control group, while Groups B-F were out of control.

### *Materials*

Three measures were deemed appropriate for answering the research questions (above): 1) The Test of English as a Feudal Language (TOEFL), 2) The Test for English Speakers who Obviously Lisp (TESOL) and 3) the Farbeblind Examination of Constructs and Language (FECL).

Since the first of these measures (TOEFL) is already a widely used, respected, reliable and valid test of overall English language profligacy, the findings were based primarily on it. The other less well established measures, TESOL ($r_{xy} = .95$, $r_{xx} = .69$), and FECL ($r_{xy} = .01$, $r_{xx} = 1.53$), were used because it was felt desirable to include relevant sibilant and scatologically related variables. Thus, both ends of the spectrum of possible variables were covered.

### *Procedures*

The tests were administered as take-home tests to most of the Ss. Some of them spilled coffee on the exam papers.

### *Design*

When the investigator went to the homes of the various Ss to collect the tests, it was found that most were not home. As a result, the design chosen for this study was that of Group E, who seemed to have the best taste in three categories: drapes, furniture *and* landscaping. This was, of course, demonstrated by bivariate multinonparametric PREFAB analysis to be nonheteroscedastistic ($p. < .98$, $df = 0$).

## Results

Once the results were obtained, it was decided to change the research questions and raise the alpha level to .99. The means, standard deviations and number of possible points for the three tests and six groups are reported in Table 1.

TABLE 1

Means ($\bar{x}$), Standard Deviations (s)* and Number of Possible Points (k)

| | TOEFL | | | TESOL | | | FECL | | |
|---|---|---|---|---|---|---|---|---|---|
| Group | $\bar{x}$ | s | k | $\bar{x}$ | s | k | $\bar{x}$ | s | k |
| A | 500 | 0.00 | 800 | 3 | 0 | 3 | 092 | .00 | 80 |
| B | 200 | 0.00 | 800 | 3 | 0 | 3 | 080 | .00 | 80 |
| C | 651 | 0.00 | 800 | 3 | 0 | 3 | 103 | .00 | 80 |
| D | 957 | 0.00 | 800 | 3 | 0 | 3 | 161 | .00 | 80 |
| E | 000** | 0.00 | 800 | 0** | 0 | 3 | 000** | .00 | 80 |
| F | 349 | 0.00 | 800 | 3 | 0 | 3 | 087 | .00 | 80 |

* n.b., the formula used here, $s = \sqrt{\frac{N - N}{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}}$, turned out to be a useful and easy to estimate shortcut because it always works out to be zero.

** n. very b., not collected because of distance of S's home from university.

A Right Person Produces Moments Correlation Coefficient was calculated with Groups A-F combined for each pair of tests above. These are reported in Table 2. Note the extremely high correlations ($r_{xy} = 1.00$) between each of the tests and itself. It is also interesting that the TOEFL-TESOL and TESOL-TOEFL correlations are exactly the same, as are the TOEFL-FECL and FECL-TOEFL, as well as the TESOL-FECL and FECL-TESOL correlations. Such patterns are often important in correlational analysis. In addition, it is noteworthy that TOEFL is more highly related to the FECL than to TESOL.

TABLE 2

Interest Correlations

| | TOEFL | TESOL | FECL |
|---|---|---|---|
| TOEFL | 1.00 | .64 | .94 |
| TESOL | .64 | 1.00 | .83 |
| FECL | .94 | .83 | 1.00 |

*Continued on page 12*

# Oxford University Press

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# THE STANDARD BEARER

**edited by**
**Carol J. Kreidler**

The *comments* section of the Employment Survey form has provided an opportunity for the membership to write many different things. One respondent asked for some information on how to write résumés and Shirley Wright has answered the request.

**by Shirley M. Wright**
*George Washington University*

As the job market becomes tighter and competition for available jobs increases, the time seems ripe to focus attention on the preparation of a document of critical importance to the job hunter: the résumé. Although the usefulness of the résumé as a job hunter's tool has been questioned by some, it remains the most widely used instrument for screening job candidates. Hence, like it or not, if we hope to be successful in the job market, it makes good sense for us to learn as much as we can about putting together a résumé designed to get results.

An examination of the current literature on résumé writing reveals a surprising variety of views. We find that résumés appear in the guise of such aliases as "qualifications brief," and "personal data form"; in such diverse formats as tailored letter, chronological, reverse chronological, functional, and narrative; and in various lengths, ranging from one page to several. Whatever its shape, however, its purpose remains the same: to provide you (the job hunter) the leverage needed to get your toe in the door of the prospective employer, thereby getting you an interview where you can explain in person why you are the best candidate for the job.

Faced with the overwhelming variety of résumé formats, can we pick our way through the confusion and end up with a résumé that enables us to put our best foot forward? In my view, the answer is "yes," if we focus on the characteristics shared by good résumés; and "yes," if we learn to look at our résumé from the point of view of the person who will be reviewing it, the prospective employer.

The questions and answers provided below identify some common DO'S and DON'TS in résumé preparation.

Q. How long should a résumé be?

Ans. In general, the résumé should be *brief*. Obviously, the kind of job you are applying for as well as the extent of your own qualifications and experience will determine more precisely the most appropriate length. You do not want to shortchange yourself for the sake of a one-page résumé. On the other hand, you should not feel compelled to put down all of your accomplishments. Save some "goodies" for the interview.

Q. O.K., but this raises another question. Just what should the résumé include?

Ans. Most résumés usually include a comprehensive work history *with dates*, a short outline of educational background *with dates*, and a bit of personal data. Again, what is included will depend on the type of job for which you are applying. For a job teaching ESOL, for example, I would certainly mention your membership and participation in professional organizations, professional and scholarly publications you subscribe to, and your foreign language ability.

Q. Should anything be left out?

Ans. Funny you should ask. Having reached the age at which point, people start saying, "Life begins . . . .," I was advised by one résumé reviewer to remove my date of birth from the top of my résumé. As she pointed out, anyone seriously interested in my age could figure it out easily enough from the date of my undergraduate degree. Hence, there was no need "to flash it."

Some résumé experts also advise against listing the names of references on the résumé, opting instead to indicate only "References and Other Pertinent Information Available upon Request." In addition, attaching a photo to the résumé or listing hobbies are viewed by many as unimportant and unnecessary. Much of this kind of information, they say, can be provided in the interview. A general rule of thumb to follow is to include the relevant, exclude the irrelevant, with regard to the position one is seeking. In other words, keep the résumé brief, relevant, and recent.

Q. What about format?

Ans. The choice of format seems to be job or field related. In ESL/EFL the reverse chronological format, which allows you to list your most recent relevant experience first, is preferred. You may need to do a little investigative work to find out what the preferred format is.

Q. I have been thinking about contacting one of those organizations I see advertised that specialize in résumé preparation. Is this a good idea?

Ans. There seems to be a consensus among employers in a number of fields that the use of a "canned" résumé should be avoided. They tend to be easy to spot because of certain "buzz" words they use. You and you alone are the best authority on your qualifications for a specific job. What do *others* know about *your* experience? Moreover, you are also the person who stands to gain the most from a well-put-together résumé. Hence, you are the best person to prepare your own résumé.

Q. Is it possible to develop an all-purpose résumé, one that I can use to flood the job market?

Ans. Since I have found that the best résumés are those that are specifically tailored to the requirements of a particular job, I tend to be skeptical of the all-purpose résumé. Having said this, however, I will now temper this opinion with the observation that one particular résumé might suffice for several different job applications (1) provided they are all for the same job category, e.g., teaching ESL/EFL; and (2) provided a cover letter, specifically tailored for each job for which you are applying, accompanies your "all-purpose" résumé.

Q. With today's job market as competitive as it is, I need a résumé that will attract attention. Are there any special gimmicks you can recommend?

Ans. Some job hunters have been known to go to incredible extremes to make sure their résumé stands out from the rest. Such strategies have included brightly colored paper, special binding, greatly expanded résumés, and special formating, all designed to make their résumé different. Such tactics are at best risky and at worst may succeed in creating precisely the opposite effect from what was intended.

There are no gimmicks. In my view, the résumé that is neatly typed on quality bond paper attracts favorable attention. The attractive résumé is also uncluttered and reflects careful attention to punctuation and spelling.

In conclusion, armed with the suggestions given above and having researched the references listed at the end of the discussion, you are now ready to go to work. Remember, keep it brief, relevant, and recent. Once you have drafted what you think is the perfect résumé, get as many of your colleagues as you can muster to look it over; and finally, because writing a résumé is an on-going task, be sure to update it and revise it periodically. □

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Cooper, Violet Moreton. 1974. Job hunter's tool. *The Christian Science Monitor*. Thurs., June 13, 1974.
Donnelly, Caroline. 1974. Writing an advertisement for yourself. *Money*. January 1974: 39-42.
Lathrop, R. 1977. *Who's hiring who*. Berkeley: Ten Speed Press.

The Standard Bearer has received some mail which we would like to share with you in this issue.

*Continued on next page*

## STANDARD BEARER

*Continued from page 11*

Dear Standard Bearer:

In response to a letter I wrote James Alatis (*TESOL Newsletter*, April 1981) expressing my ESL professional concerns, I received a lengthy commentary from Patrick Ruffin, an instructor at the Intensive English Language Program at Temple University. As I feel Mr. Ruffin's response to my concerns should be shared, I would like to quote a section of his letter and add some further comments:

"In your letter you mention our struggle to be recognized as a bona fide profession. Although there are many who would take me to task for what I am about to say, I sincerely believe that lack of such recognition is due to the fact that many in our profession are without any ESL training at the graduate or even undergraduate level. . . .

Of course, a degree does not make a teacher as it does not make a doctor or any other professional. On the other hand, a friendly smile, warm personality, and good intentions are not sufficient either. Part of the problem of lack of recognition as a bona fide 'academic art' is that the teaching of ESL (as well as EFL) is not fully appreciated for its complexity and intricacies necessitating the practition of a specialist; people do not realize that an ESL teacher facing a class of English-learning students is confronted with a task involving pedagogy, linguistics, psychology, sociology, communication science, physiology, and perhaps even a little neurology. Such people include the administrators of our mother institutions; worse yet, such people seem to include many teachers, who convey an image not befitting a professional, a specialist, and program administrators who hire and maintain such individuals. With this state of affairs, how can we ever expect to be universally respected as a profession when there are those usually well-meaning individuals among us who by the standards of any other profession would be considered unqualified, perhaps even unfit because of no training, to do a job they are already doing? Then, there is the sheer contradiction to our constituting a profession of our having a journal, the *Quarterly*, and other publications which contain articles written by one sector of the profession, read by another sector, and ignored by still another sector, which consist of individuals untrained and therefore unable to appreciate the worth of such articles. Related to this whole situation is the question of how many students leave programs each term unintentionally duped into believing they are fully prepared linguistically and culturally when actually they have not been optimally prepared because of untrained personnel. No, Ms. Templin, 'a stronger political arm' is not the solution; only a campaign of professionalization of the field in which only true professionals are admitted as is the case in ALL other professions can solve the problem of inferior status and non-academic image which we suffer . . ."

Certainly there are many of us who would welcome a campaign of professionalization and many of us who feel that is a major responsibility of TESOL to carry out such a campaign. Hence under the new constitution the Schools and Universities Committee is to be redesignated the Committee on ESL Professional Standards. I believe this title change significantly reflects TESOL's increasing committment to solving what Mr. Ruffin describes as the problems of inferior status and non-academic image.

The first task of the professional standards committee is to define what ESL professional standards are. Furthermore, if these standards are to be meaningful, the committee must determine how they are to be followed and if they are to be enforced. Can teachers and administrators, if not whole programs, be held accountable to the professional standards dictated by TESOL? The question is certainly a political one.

If we are to regulate our standards like the other professions Mr. Ruffin would like us to emulate, TESOL must then establish regulation procedures. Certification and licensing are methods used in many other fields. Censure and the revoking of licenses are forms of enforcement used to insure that procedures are followed and standards maintained. Will TESOL regulate us? Again, the question is a political one.

Self-regulation is not the only means of conducting a campaign of professionalization. As with the proverbial donkey, TESOL can offer us sticks or carrots. If ESL professionals are to be held accountable to their clients, requiring a degree or relying on good intentions, as Mr. Ruffin notes, is indeed not enough. I maintain that actively enhancing the ESL incentive system would significantly improve professional behavior and accountability. TESOL can and should work to strengthen professional incentives including better salaries, job advancement, and improved academic status. Is TESOL our employment advocate? Still the question is a political one.

The issue of sticks or carrots will be posed at TESOL/Honolulu and in the *Newsletters* to come. TESOL members are invited to express their views on regulation and incentives to the *Standard Bearer* and the professional standards committee care of Carol Kreidler.

Rebecca Templin,
English Language Institute,
Utah State University,
Logan, Utah 84322

Dear Standard Bearer:

In the August issue of the *Newsletter*, an announcement appeared for a position as administrator coordinator/teacher at the University of Tennessee in Knoxville which offered a salary of $12,000 and required a Master's Degree and experience in both teaching and administration. In addition to carrying a part-time teaching load, the person who got this position was also being asked to carry out other duties such as "registration, orientation, counseling, extracurricular student activities, student records, immigration coordination, budget and payroll preparation, ELI library, program brochure." The issue here is self-evident.

In the face of this and other such illustrative examples of the state of TESL, it can only be concluded that little, if any, progress has been made to strengthen the position of ESL teachers in terms of working conditions. Such job descriptions indicate that an element of exploitation exists which undermines the advancement of the field. It is precisely this type of announcement which should serve as a reminder that there is much ground to be covered toward achieving the improvements that are so direly needed to professionalize the field.

In view of this, we would like to go on record as being opposed to this kind of job description for members of our profession.

Sincerely,
Nina Jo Turitz
Denise Carolan
Dr. Mary Butler
Linda Sahin
University of Maryland/College Park
Maryland English Institute

*Ed. Note: A similar letter signed by the following was also received by the Standard Bearer.*

*Marion McCord, Agnes Mohale, Joanne Harrington, Dan Kennedy, Shariann Lewitt, Jackie An, Beth Hurley-Freeman, Judy Judy Verbits, Marion Duffy, Louis Biggie, Sue Romano, of the American Language Academy, Catholic University of America, Washington, D.C.*

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## A SATIRE

*Continued from page 9*

### Conclusions

Because the revised research questions (RQs) have little to do with the title of this paper, they will not be mentioned here. However, it *is* necessary to address these revised RQs, so that future research can be biased by them.

*RQ1.* The results showed that RQ1 was not only logically correct, but also statistically significant ($p < .99$). Therefore, we should probably limit our EFL teaching to areas of the world rich enough to treat us in the manner to which we would like to become accustomed.

*RQ2.* RQ2 was also significant ($p < .99$, $df > \infty$), which seems to indicate that we, as a field, should perhaps hold six annual conventions per year rather than one.

*RQ3.* Perhaps most interesting of all, RQ3 can be interpreted to mean that ESL/EFL teachers are significantly better people than all others tested in this experiment because they have learned through absolute necessity to laugh at themselves and poke fun at their own seriousness. □

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# ASSESSING READING SKILLS OF BEGINNING ES/FL STUDENTS

by Mary Newton Bruder
*English Language Institute*
*University of Pittsburgh*

Until recently it was fairly safe to assume that foreign students studying English in the U.S. prior to entering university knew the rudiments of reading in English: the Roman alphabet and the basic sound-symbol correspondences. The major task of the reading teacher was to present reading material in an orderly fashion, and get the students to read.

In the past few years we have seen a number of students who cannot profit from the normal reading class because they don't know the basics we assumed.[1] Frequently, these students have better than average speaking skills, a fact which masks the reading problem—the students talk a good game, get help with their reading homework, and the teacher is lulled into thinking all is well.

Another problem in assessment is the make-up of standardized tests. The reading section is often at the end of the test and many students, even those who can read, do not finish the test. Thus, little information can be derived—did the student not do well because he couldn't read or simply because he read very slowly and didn't finish the test. In either case reading may be a problem, but we don't know the nature of the problem.

When students in the ELI test into the beginning level (MTELP 0-44) we administer a separate reading test to help us identify students with basic reading problems.

We have discovered that students who cannot read beginning level ESL materials exhibit a wide range of skill possibilities. In all cases the students are literate in their native language, so at least we have that advantage. The major problem areas lie in the code and/or comprehension, and while it may theoretically be possible for someone to comprehend without knowing the code, we have yet to encounter anyone who can. Therefore, we have constructed a hierarchy of skills as follows:

Code Knowledge

1. The student knows nothing about the Roman alphabet, neither the names nor the sounds of the letters. Students in this category are always speakers of languages with writing systems different from the Roman alphabet.

2. Students may know the letter names, in English or his own Romance language, but have no notion of the sound-symbol correspondences of English.

3. The student knows consonant sound-symbol correspondences. Students may know the regular consonant S-S relationships, especially if they are similar to native language (S [s] as in *see*, but maybe not S [ʒ] as in *sugar*). They may not know the troublesome English vowel-sound relationships (for example oo [u]/[v] as in *food/good*.

4. The student recodes with ease. Students know most S-S relationships, can sound out unfamiliar words and sound quite fluent when reading aloud.

Goodman (1970) distinguishes recoding, the ability to transfer language from one modality to another (reading aloud, for example) from decoding, the ability to get the meaning from a piece of language. It is important to remember that people can recode without decoding. Students who have studied English for years some years ago may retain basic recoding skills but may not comprehend what they are reading. I can perform this trick in a number of languages when in fact I don't understand a word. Therefore, it is very important to sort out various levels of comprehension as well.

Comprehension Level

1. Students with 0 knowledge of the written code have always exhibited 0 reading comprehension as well. In fact, we often have to have translators explain the directions for the test in the native language. But we also have students who are quite good oral-aurally and who can recode with ease, but who don't understand what they read. Students from all language backgrounds fall into this category.

2. The students comprehend questions and can find verbatim answers. The students understand direct questions and can find answers if they come from the passage with the same sentence structure and vocabulary.

3. The students comprehend questions and can answer inference questions. These are the basic skills required to read most beginning ESL materials. English taught as a foreign language in most countries emphasizes the reading skill, just as foreign language programs do in this country. Until recently we did not get university oriented foreign students going abroad with the equivalent of 1 year of high school English or less. But now that students are arriving with so little background in English it is crucial for us to accurately assess their skills in the most critical ability for success in American universities—reading.

We have a short, simple test (approximately five minutes administration time) which sorts students into the categories outlined above. The test material was written by Lionel Menasche, our testing specialist. The administration procedures are my own responsibility.

Step 1. The student is told he is to answer to his best ability, that he shouldn't be nervous, etc. (We do this during orientation week when all the testing is done, so it's "just one more test.")

Step 2. The student is asked his name and is asked to spell it as the tester writes it on the answer paper. The student should look as the name is being written, so he can correct any errors. Here you discover the first bit of information regarding the code. Some students cannot do this at all, even with translation of the directions. If this is the case, you can safely stop the test at this point.

Step 3. The student is asked to read aloud the following passage: Peter wanted to buy a book for his Physics course, so he called the Lazy Fox Book Center to find out if they had it in stock. The person who answered the phone very quickly gave him the necessary information. Peter's friend offered to go to the store to get it for him, because he was going there anyway to buy a book for his English course.

The tester gives a rating from 1-5 (high) for intelligibility. This is the assessment of the student's knowledge of the Sound-Symbol relationships. We listen to see what the students do with words like "physics" if they happen to be unfamiliar ones. If they make some attempt to sound out the word, we know they have certain basic skills. We can also tell by the intonation and pauses they make whether they have some notions of English grammar.

We do not ask comprehension questions on this passage because we have found that most students do not process information when they read aloud and they have to go back and read it again to understand it. So, to avoid letting them think that "reading aloud" is equivalent to reading, we just don't ask them questions.

Step 4. The student reads the following paragraph silently, after which the tester asks the questions:

It was a hot day and Jeanie was feeling thirsty. On the way home she stopped at the cafeteria to have something to drink. To her surprise, she was told that there was only coffee available, so she decided to go home immediately, because she wanted a cold drink.

Questions for Passage II (Student listens to and reads the questions.)

1. Why was Jeanie thirsty?
2. Why did she stop at the cafeteria?
3. Did she drink coffee at the cafeteria?

*Continued on next page*

## ASSESSING READING SKILLS

*Continued from page 13*

4. How long did Jeanie stay in the cafeteria?
5. Did the cafeteria have many kinds of drinks for its customers?
6. What did Jeanie want to drink?

The student reads the questions along as the tester reads them, and he may look back at the passage for the answers.

We look for a number of things here as well as comprehension. The first is the amount of time it takes the student to read the passage. As a rule, the longer it takes, the poorer the comprehension. We also look for reading strategies—following along with a finger, retracing with the eyes, subvocalizing—all characteristic of slower, less proficient readers.

It is important to let the student read the questions and look back if he wants; we're testing reading comprehension, not memory. Notice that only the first two questions can be answered by reading sentences from the passage, and the poorer readers do just that. Better readers answer with one or two words.

If the students sail through our five minute test, we confidently place them in our regular beginning classes. When they do not, we are faced with a whole range of reading problems which we are only beginning to come to grips with. They will need special materials for recoding as well as special attention to the grammar required for reading at the very least. □

**Hierarchy Categories of Basic Reading Abilities**

(Native Language Literacy Assumed)

**English Code Knowledge**

0
Letter Names
Consonant S-S
Recodes with ease

**Comprehension**

0
Comprehends Q + can find verbatim answers
Comp. Q but can not find inference answers
Comp. Q and all answers

[1] Teachers of adult immigrants have been faced with the problem for years, but those of us with University bound students have been exempt until now.

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# LETTERS

Dear Editor:

I am writing in response to Christine Grosse's article "Burnout in Teachers of Second Languages" in the February Newsletter. In her discussion of stress and burnout, she lumps all foreign language teachers together and attempts to generalize about them. However, it seems to me that the type of school or program in which an individual teaches is a significant factor in determining the stress involved. In other words, there are important differences between intensive programs, academic departments, public schools, and adult education programs. The significance of goals, expectations, and status in creating stress to some extent depends on the type of school or program in which an individual works.

Ms. Grosse also points to the problem of communication in the classroom as a source of stress. However, the information I received from ESL teachers in a questionnaire which I developed does not entirely support this view. The questionnaire was part of a workshop I co-presented at the Annual Convention of Colorado TESOL in November 1981. It was entitled "Rekindling the Flame: Burnout in the ESL Environment." Most of the participants were teachers in intensive English programs at the university level. The question asked was: In which of these areas do you perceive communication problems and how serious do you feel the problems are in the place you work? There were 29 respondents. Sixty percent checked "no problem" for "between teachers and students." However, 34% described the communication problems between teachers and administrators as "very serious" and 49% described them as "potentially serious." It seems to me that this is an area which needs further exploration in its relationship to stress. Moreover, respondents indicated that the factors which contributed a great deal to a feeling of burnout were: workload, lack of recognition of individual contributions, salary, and lack of control over policies affecting you. The extent to which these factors contribute to stress would vary depending on the characteristics of particular programs.

Sincerely,

Steve Horowitz
International English Center
University of Colorado
Boulder, Colorado

---

December, 1981

Dear Sir:

Dr. Merrill Swain came to San Antonio to talk about the pioneer work she and her colleagues had done in Canada with Immersion French courses at a moment when I was just beginning to be curious about ESL as a career field. What intrigued me about her talk was the way the audience hung on her words—which were, as far as I could see, just a lot of statistics to confirm what anyone on the street could have told her: that languages are best learned in context. My grandfather used to say it, and I bet yours did too, that if you want to learn French, you have to go to France. Immersion, to my lay mind, meant boarding school or exchange programs for a year abroad, or, if you were older, diving into the culture of a country on your own. Why then, all the verbiage? Get in there with the foreign language speakers, I garumphed. That's how *I* learned.

Well, sort of learned. Under the gentle tutelage of Kessler and Hayes at UTSA I soon began to wonder why the four "immersions" I had had in foreign languages during twenty-five years abroad had been effective to such varying degrees. I had emerged from the floods with survival German and Arabic but fluent French and Italian. Yet I knew Americans who had lived in France and Italy longer than I who could still barely shop for groceries in those countries. I realized that Swain and Schumann and Hatch and company were questioning the obvious (which was no longer so obvious) in order to pinpoint factors which would account for my own halting German and glib Italian.

Defining "effective immersion" is what hooked me on the will-o-wisp of language research.

Following the pinpoint of dancing light through the marsh was not easy: reseachers are not always lucid writers. Too, my own ingrained opinions made me slow to understand or accept theories even when they were irrefutably documented. Krashen, for example, annoyed me as much as Swain did at first when he stated that 'years of formal instruction' is a better predictor of English proficiency than is time spent in an English speaking environment (p. 44 of his "Second Language Acquisition and Second Language Learning").

It took a while for the penny to drop, but I realize that what he is saying relates to my original query: can structured immersion in content courses be more effective than unstructured immersion in a natural foreign language environment?

Newly registered foreign students at colleges in the United States are a group which illustrate the problem. Many of them arrive with impressive academic records and high TOEFL scores. They go directly into content courses. Yet they often cannot understand lectures, have difficulty communicating, and some, after two to four years of study, return to their countries with degrees, but speaking the same unintelligible English they arrive with. Others barely slip under the wire into the student body yet within a few months are involved in student activities, enjoying campus life and passing classes which don't require writing competence. Both types of student are living "immersed" according to my original lay definition in the foreign language country. They are both taking content courses in English, but the one with the greater number of years of English instruction is the one who is having the most trouble with the (spoken) language.

"The Monitor, dear woman," Krashen would say (not that I know him, but it is obvious that is what he would say.) "Look at the Monitor which inhibits your 570 scorer. The happy 440 scorer is filter-free." I accept that. And I realize that the well-taught student is the one who will get what he (usually a he) came for: math, science, computers. He is so busy with his courses in fact, that he hasn't time to sign up for the advanced ESL course which might help him *not* be so busy with his courses: Study Skills or Lecture Comprehension. As for Conversation, sheer luxury!

Culture shock compounds the language shock and the student seeks a roommate or an apartment complex where he can relax in his own language. In San Antonio, where the state institutions have no dormitory facilities, there are clusters of Chinese, Arabic, Spanish or Farsi speaking students living together, younger brothers of older brothers who studied here before them, and passed their apartments on to them in complexes where it is possible for students to live for entire semesters without ever speaking in English to anyone besides a teacher or a store clerk. Such "immersion" can hardly lead to fluency much less to ease in reading outside of his specialty or to an understanding of the country where the students are spending some of the most important years of their lives.

Meanwhile, the strategy-wise minimal scorer has talked himself out of ESL classes and continues to add to his speaking skills as he soaks up experiences and input like a sponge. His BICS, as Cummins says, puts him with the big boys, but his CALP is minimal. He usually senses this and would appreciate guidance which would give him more than remedial English. But everyone is so relieved that he seems to understand and to be understood that they forgive too much of his poor work. ESL teachers can't help such students since they don't sign up for ESL classes. And their other teachers can't help them either, because bluntly, even if they recognize the problems, they don't know how to deal with them.

Somehow, I decided, the immersion process must be tampered with so that both types of student get what they need.

Therefore, as an experiment this past summer, I designed and offered a one-week English Immersion Program for newly arrived foreign students in San Antonio. The program was sponsored by the City's Institute of the Americas with the cooperation of a private civic group, the Council of International Relations. Ten university students and fourteen high school exchange students attended. They were put up in an old hotel in the heart of the city next to the Alamo. A member of the staff stayed with them. American students and families were on hand to welcome them with a red carpet, a brass band, a pot luck supper and a disco dance in the hotel.

Deep water indeed, but the shore disappeared competely during the rest of the week when we (for example) sent them with American students on a Scavenger Hunt, took them to content lectures (given in foreigner-talk) at the Mexican Institute; had them making collages with peers at a local artists's studio; took them to a ranch for a day; arranged for them each to be invited to an evening meal at a private American home. A group of them shopped for and cooked supper for the group on the final evening while the rest prepared entertainment for all those who had spent time with them during the week.

"Classes" consisted of twelve hours of English study skills for the college students. In between the organized activities, the students were encouraged to use the hotel

*Continued on next page*

swimming pool, to go into the city in pairs, some with assignments, some with minimal suggestions about places to go. A reading library of graded ESL novels and stories was made available. The only "assignment" was a bread-and-butter letter which was actually mailed to the hostesses who had invited them in groups to their homes.

The staff, (Julie Powell and Helga Schmidt, ESL instructors at local colleges, and Chiaki Watanabi, graduate student at UTSA, and I) made itself available for informal conversations with individuals, pairs or groups of students at meals, during the day or in the evening. We gave personal counseling about language or adjustment problems to those whom we felt could use more help.

Pre- and post-testing done with standardized Cloze tests show that the students made measurable progress in comprehension, syntax formation and vocabulary. (Full evaluation of the scores will be done by the University of Our Lady of the Lake.) By personal observation, we noted at the end of the week that the shyest of the Oriental students had overcome his reluctance to speak in English, while two of the Oriental students were even making "in" jokes in Spanish, a language they had first heard that week at the Mexican Institute, on the streets of the city, and from the hotel staff.

Lack of funds made it impossible for us to test a "control" group so we will not be able to offer statistical arguments for the efficacy of such a structured week of immersion English. My own conclusions are, however, that the students who have had such a culturally geared welcome to a new linguistic situation can only have positive feelings toward the *use* of the language.

The variety of situations in which we exposed the students to the language gave them an immediate broad perspective of the advantages of learning more than the English necessary for academic survival or for their career specialties.

The counseling we gave the college students helped them make decisions about their housing and social affiliations which will encourage English learning.

The goodwill shown by the community to the group will carry them through the dark days of inevitable disenchantment with our strange culture.

To summarize, I have concluded that immersion should be structured in order for it to be most effective. If there is time, ESL instruction and content courses should be included, but if time and funds are limited, a brief but organized and intensive immersion into real linguistic and cultural situations can give students the skills and self-confidence they need to carry on with their own learning process.

A thorough study comparing and classifying existing types of adult and child immersion programs is needed to offer more exact definitions of the term "immersion."[1]

Longitudinal measures of both adults and children who participate in the varying types of immersion programs should reveal their comparative effectiveness.

Sincerely,
Nancy Dughi
U. of Texas—San Antonio


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# WHAT THEY KNOW ABOUT WRITING

## (AN OPEN LETTER)

by Alice Myers Roy
*California State University, Los Angeles*

Dear Colleagues in Composition:

In a burst of serendipity, I asked my freshman composition students, all nonnative speakers of English, to write what they knew about writing now at the end of the course. The responses were charming, touching, and enlightening, and I wanted to share a few gems:

Most of the time I always have conflict with short of ideas.
The more I practice in writing the better improvement I get.
The sentences in the paper should not be too short or too long, because they can be boring.
It is important to have an idea when writing something, this idea can lead me to write more facts to support the sentences.
Nouns ending are another errors that I have.

Well, those examples were chosen, obviously, for their ironic and sometimes self-demonstrating truths. But there were some substantive contributions, too:

Writing is indirect communication between the writer and the reader about a special subject.

And that's the crucial fact about writing, isn't it? Writing is indirect. So we struggle for simplicity, concreteness, explicitness—all those things that substitute for *being there*. As another student put it:

Writing is not like talking, it has rules to follow. In talking, you can talk any way you want as long as the listener understand. In writing, you have to learn many rules before you can write.

He's wrong in thinking, as his contrast implies he does, that there are no rules for speaking, but these are the words of an acquirer, a permanent resident who learned his English on the playground and on the street. That kind of learner is similar to the native speaker, who is also not consciously aware of the "rules" of speaking that have been described by scholars as diverse as Grice and Searle, Schegloff and Sacks, and others.

We can also regret this student's feeling that "you have to learn many rules before you can write"; he came in with an obsession for rules of writing which I was unable to disabuse him of, despite a message-centered, process-oriented syllabus. But his focus, I believe, is on the availability of the listener in a conversation to show understanding. In a conversation you can interrupt yourself to digress, you can handle other people's interruptions, and you can rely on intonation, on facial expression, on gesture and most particularly, on shared context, because you and the listener are there together. In that sense, you *can* talk any way you want, as long as the listener understands.

This same student went on to say:

The most common rules are spelling, punctuation, grammar and the transition between two paragraphs.

The need for paragraph transitions is a welcome addition to the familiar spelling-punctuation-grammar threesome. Although this student doesn't know consciously that we give transition signals in speaking, too, what he does know is that most people, both native and nonnative speakers, have to learn how to do it in writing.

Our students know a great deal about their world as speakers of English as a second language and about their world as writers. We need to find ways to hear what they know. In this class that I am speaking of, I for the first time in my several years of teaching began to offer my own experiences as a writer as part of the shared experience of the course. The students' comments that I have given here in most cases do not represent things I taught, or at least not explicitly, but they do represent our ongoing dialogue about being a writer—or doing writing—in any language.

Finally, after a brave paragraph about learning and growing, one young woman wrote—wistfully, I think:

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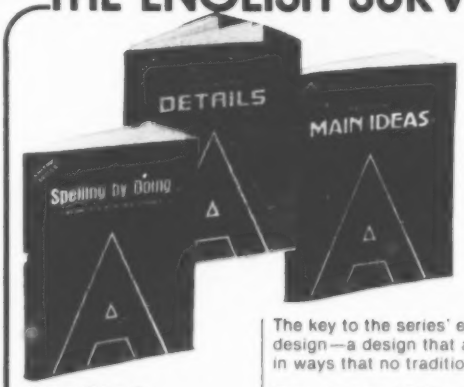


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# REVIEWS

## BBC ENGLISH BY TELEVISION

**Reviewed in part by George Whiteside**
*American Language Program*
*Columbia University*

TESOL teachers usually expect a video English course 1) to show some syntactic and idiomatic patterns being used in conversation, or else 2) to illustrate for non-native speakers the words and ways for coping with their difficulties in the host country, or 3) to demonstrate language functions (greeting, requesting, contradicting, etc.) and the behavior appropriate to each. Most ESL video that I have seen concentrates on doing these three things, or one or two of them.

My feeling is that these approaches are fine when the video is of memorable quality, and so are other approaches: any memorable, comprehensible video in English will be good for ESL purposes. My former colleague Joseph Deliso likes to say that video is a sexy medium. I agree. People's facial expressions, figures, movements, skin tones, and voice tones, the scenes they are in, and the pacing and drama are all highly sensuous in good video. It is these aspects that attract our attention to the words being spoken. Thus, my primary criterion in judging any ESL video is: do its visual, emotive qualities make its language memorable? But second, of course the language must be comprehensible to be remembered. And third, when two tapes are equally memorable and equally comprehensible, preference should go to the one more natural in speech, behavior, and situation.

The materials under review are the BBC English by Television series. In the early 1960's the BBC began making these for broadcast or on film, but then increasingly they made them on videotapes or cassettes to be used—and probably they are best used—on a videoplayer in the classroom or in a language learner's home. Many have been used extensively in Europe, Asia, South America, and elsewhere, though not in the United States up to now. I, who teach in the United States, have not used them but have only seen portions of each. For that reason I offer my judgments with the greatest hesitation. I hope that in future some teacher who has used these tapes in classes will write a more authoritative review of them than what follows.

Let us begin with *Follow Me*, a series of sixty quarter-hour programs for beginners in English. Inquiries about them may be made to BBC English by Radio and Television, P.O. Box 76, Bush House, London WC 2B 4PH. The price is £1250 for the series on Betamax or ½" VHS cassettes; they also come on film or ¾" cassettes. In the United States, address inquiries to Audio-Forum, 145 East 49 Street, New York, NY 10017 (telephone 212-753-1783). Their price is $3,000, subject to some fluctuation. One may arrange to view portions before purchase. Four booklets for use with the series are available from Audio-Forum at $4.50 each.

*Follow Me* adopts the three approaches I've described, and mainly it carries them out in skits of broad caricature. Consequently, the speech and behavior are seldom natural. But that doesn't matter where the skit's situation is appropriate for such behavior and speech. Furthermore, unnaturalness matters even less when the pacing, the scene, and the actors' looks and voices engage you, as they very frequently do in this series. Then the skits make the language memorable. I vividly remember a number of phrases I heard on *Follw Me* a week ago. The English is very British ("Good ahfternóon," for instance), and the clothing and some of the situations are a decade out of date. At first, I felt that those facts should bar use of *Follow Me* in the United States today, but after more viewing and reflection I decided that those are minor drawbacks. The English is almost always thoroughly comprehensible, and it is often memorable. Those are the features that matter. There is very little ESL video for beginners in English. *Follow Me* is surely the best currently available. I would say that an ESL department in a school or university or corporation might consider buying it.

For advanced ESL the BBC has a series of thirteen quarter-hour episodes, *The Bellcrest Story*. In the United States, Audio-Forum sells it, for about $950, and sells, for $3.60 a copy, the booklet to use with it. Pedagogically *Bellcrest* was planned to show language and behavior functioning in business, and it carries that plan out well. But as I have said, I don't judge ESL video by its pedagogy but rather for its video quality. In this, *Bellcrest* ranks rather high. It is fortunate in its principal actors: they have interesting faces; the physique and demeanor of each is believable for his role; around a boardroom table their voice tones and speech styles make vivid contrast; they change register clearly from one situation to the next. In short, they attract the viewer's attention. Whether they hold it through thirteen weeks is another question. Producers of ESL video run the risk of student boredom when they make a protracted drama with continuing characters. To reduce that risk, the BBC built its drama up artificially, along James Bond lines. I'd prefer to forego continuing characters. But from comments I've heard I gather that most viewers are attracted by the melodrama. *Bellcrest* is considerably memorable video. Furthermore, the language is almost always comprehensible, and the speech, behavior, and situations are mostly natural. And the English is not too British. In sum, *Bellcrest* is a series to buy for universities and perhaps even high schools as well as business students.

*The Sadrina Project* is high-intermediate ESL video, like *Bellcrest* in format though slightly less successful, but entirely recommendable nonetheless; price $950 at Audio-Forum. The series called *Bid for Power*, also to be like *Bellcrest* in format, will be ready this month; inquire at Audio-Forum. Three other series that I've seen, for intermediate ESL, seem rather culture-bound to England. Four further series I've not seen. But I have seen *Teaching Observed*, a video series very fine for ESL-teacher training; it's not available through Audio-Forum but perhaps from Bush House. Finally, *Follow Me to San Francisco*, an intermediate ESL video series, is the only one in American English; send inquiries to Carol Taylor, Longman, Inc., 19 West 44 Street, New York, N.Y. 10036 (telephone 212-679-7300); price $365. I haven't space to review it, and it deserves a fair review, so I'll no more than mention it here. However, I might note that it, unlike the beginners' *Follow Me*, is reasonably priced. □

## LISTENING IN AND SPEAKING OUT, INTERMEDIATE

(by Gary James, Charles G. Whitley, and Sharon Bode. Longman Inc., 1980)

**Reviewed by Harvey M. Taylor**
*Beijing, China*

The stated aims of *Listening In and Speaking Out, Intermediate* and it's accompanying tape are "1) to provide opportunities for students to talk; 2) to provide a classroom environment that is student, rather than teacher, oriented; 3) to provide students with the confidence, motivation and ideas for on-going self-teaching." After using these materials for one 12-week term, this author and his fellow teachers have found that the first two aims have been achieved; in line with the third aim, the students did demonstrate gains in confidence and motivation in speaking English to each other for as much as two hours at a stretch. Gains vis-à-vis attitudes towards self-teaching are not as yet known. For use at least, these materials have lived up to most of their stated aims—a laudable accomplishment for any text.

The Introduction gives the teacher sufficient suggestions for getting each sub-part of each of the 12 units off the ground. As the teacher gets better acquainted with the text, s/he may wish to modify these suggested procedures. Each unit is built around two recorded segments, one a monolog and the other a free-wheeling discussion among four native speakers.

A unit begins with "Getting Set," a four-sentence recorded dictation exercise; the Introduction gives some useful hints on how to handle the dictation. We save class time by having the students do this dictation as homework before class, since they have access to a tape and player. This exercise introduces the topic of the "Monolog," which is heard later. As the Introduction states, the rate of speech is normal (=fast), for even this introductory dictation section. Therefore, even though the vocabulary is generally familiar to even our low-intermediate students (TOEFL 400) and the sentences are also short (mostly 6-9 words), the normal characteristics of fast-speech English which occur here have provided sufficient challenge for even our best intermediate students (TOEFL 500).

The next sub-section is "Tuning In," a listing with English glosses of some of the words and phrases which occur in the Monolog section. A helpful innovation is the marking of those items in this list which have meanings in addition to the one provided to fit this context. Unfortunately, a number of unlisted items posed problems for our students (e.g., Unit 10: air pocket, ground pilot). The teacher will do well to add to the list in each Tuning In section.

*Continued on next page*

*Continued from page 19*

After the Tuning In section, the student listens to the Monolog, which is generally conversational and at normal speed. The monolog is often a re-worked humorous anecdote with a well-placed punch line. (It was gratifying week by week for us to hear laughter from more and more students when they heard the punch line for the first time.)

Three exercises provide a check on listening comprehension for the Monolog—"Summing Up" (multiple-choice sentence-completion), "Retelling" (guided restatement of the story), and "Filling In" (a dicto-cloze practice with every fifth word deleted). The Summing Up and Filling In exercises can also be done by the students outside of class time, provided they study the vocabulary in Tuning In beforehand. The Retelling provides the first speaking activity of the unit. In our course, we found it best to have the Retelling follow rather than precede the Filling In dicto-cloze activity, since by doing the Filling In, the students worked through the Monolog enough times so that remembering the details for the Retelling was not the problem it had been previously. (Although they had understood the tape, they hadn't remembered enough of the details from one or two hearings to retell the story.)

The "Pairing Up" exercise is sometimes related to the taped Monolog, sometimes to the taped "Discussion," and sometimes only a take-off on an idea found in either of them. For students who are not used to speaking freely in English, this a good beginning exercise in real communication—only the speaker knows the information, so it is truly a case of telling something new to the listener. However, when compared with the two later speaking activities, this more structured activity eventually lost its appeal to our students as their speaking improved throughout the term.

As with the Monolog, there are also Tuning In, Summing Up, Retelling, and Filling In sub-sections to provide listening and some speaking practice based on the taped Discussions. The Retelling was much more difficult for the Discussion than for the Monolog, since the Discussion is a recording of part of a natural four-way conversation, with the normal disorganization of true conversation. Our students found this Retelling to be less useful than the one for the Monolog. Some even tried to memorize the Discussion in order to do the Retelling correctly. We eventually eliminated this to save class time for what came next.

By far the most innovative speaking activity in this text is the one called "Drawing Out." Five statements are given which require the student to make inferences from what has been said during the Discussion. The task is to decide whether the statement is "possible" or "not probable," and to support the conclusion drawn, e.g. "Sharon's children will probably have their own rooms" (p. 70). We divided the class into 5 discussion groups; each decided on the answer to one statement. Then a spokesperson from each group rotated through the other groups arguing for his/her own point of view. The statements are so well chosen that up to 10 minutes was easily spent by each group on each question, with lots of (sometimes heated) arguing.

One other speaking exercise concludes each unit—"Speaking Out." We paired up students and assigned each person in each pair to give his/her opinion on each of the (usually five) topics. For all but units two and three (which unfortunately have only three topics), the students talked nonstop for a full 50 minutes, and often continued as they left the classroom. Knowing that our students were all Chinese, were from different areas and employment positions throughout the country, and were generally reticent to discuss personal opinions with other Chinese, I went to the first class armed with some alternative (but unneeded) topics that would require less revelation of personal feelings and opinions. I was surprised at the gusto with which they volunteered very personal opinions and experiences—e.g., "Do you sometimes feel dumb? What makes you feel dumb? Are there times when 'playing dumb' is a good thing to do? Why?" (p. 48).

The authors are to be commended for their use of natural speech and speed in their taped segments. However, we have found it useful to make a study tape into which we have inserted pauses to allow time for students to write. On that tape we have also included enough repeats of the dictation sentences so the student (or teacher) doesn't have to rewind the tape—and go back too far in the process.

The authors have focused on providing real listening materials, but it seems that

*Continued on next page*


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given the great success we have had with their speaking activities, the publisher should at least give equal time to promoting the speaking component of the text. If it has worked so successfully for us (with one native speaker and two non-native speakers as the teachers of separate classes and with only Chinese students), it should be even more useful with students from different cultures and languages—the information exchanged then during the speaking activities should be even more interesting.

The topics covered by the 12 units are refreshingly out of the ordinary—and definitely adult. Implicit in each is some aspect of American culture, which the teacher may wish to explain, but which can be ignored without reducing the usefulness of the activities. Our non-native speakers were able to handle the course without this cultural knowledge beforehand.

Problems could develop in using this text if the students are not truly intermediate (c. 425-450 TOEFL). Also at the beginning students may feel uncomfortable because of the passive role of the teacher; the teacher is only a facilitator for the student's self-study of the listening portions, and just starts the speaking activities before taking on an observer's role.

Our students did not seem to enjoy attempts to get them to discuss/interpret the large drawings that go with various units —they found it hard to identify the characters and the activities shown. Additional speaking activities could have been devised to build on the illustrations if they had been more carefully integrated into the units. As it is, the illustrations may end up being primarily decorative.

The layout of the individual units is somewhat confusing in that "Monolog" appears as part of the unit title in a different and smaller type than "Discussion" does later on; yet the topics of both the Monolog and Discussion appear as the Unit title. Also the title "Discussion," though in huge letters, does not appear to tie the illustration to the discussion as clearly as it should. If the discussion topic could be stated with the title "Discussion," this confusion might be avoided.

The text comes with both an "Answer Key" and "Tapescript." One typo (the only one noticed) caused students trouble on page 81, where the Getting Set blanks indicate that 8 words are needed for sentence 2, and 7 words for sentence 3; however, sentence 2 has only 7 words while sentence 3 has 8.

All in all, this text does most of what it says it will for listening practice, and in addition it can be used very successfully for stimulating real-life spoken communication. If the announced sequel (for "advanced" students) follows the same imaginative route this intermediate text has taken, it should take the students on a profitable language learning trip. □

## *SEND ME A LETTER! A BASIC GUIDE TO LETTER WRITING*

(Sol Gonshack and Joanna McKenzie: Prentice-Hall, Inc., 1982, 245 pages.)

**Reviewed by**
**Susan Greenwood McAlister**
*University of Houston*
*Language & Culture Center*

*Send Me a Letter* is a text intended for high intermediate and advanced students of ESL as well as for native speakers. The stated aims are to help students increase their knowledge of colloquial, informal, and idiomatic English and to teach the essentials of letter writing for everyday situations.

The book is divided into three parts—"An Overview of Letters," "Business Letters," and "Writing Notes"; the second part is further subdivided into sections on various types of (personal) business letters—letters pertaining to complaints, information, goods and services, reservations, jobs, and finances. Eight dialogues, which take place in a hypothetical letter-writing class, serve to introduce the various types of letters and to link the sections of the book. Each dialogue includes a model letter and is followed by questions for discussion. While the information contained in the dialogues is generally well thought out and complete, the dialogues themselves are often quite contrived and may detract from rather than aid the learning process. This information might be more effectively presented through ordinary prose passages or included in the suggestions to the teacher at the front of the book.

What follows each dialogue is one of the stronger aspects of the book—a series of short, original stories, each presenting a situation in which the need to write a letter might occur. For example, the section on complaint letters includes "The Case of the Faulty Refrigerator," "The Case of the Big Squeak," "The Case of the Unfinished Swimming Pool," and so on. The stories, twenty-eight in all, are generally entertaining and present a great deal of current vocabulary as well as cultural information. The accompanying illustrations are also amusing and could by themselves provoke some good class discussion. New words and expressions are glossed in the margins. Unfortunately, there is no comprehensive glossary at the end of the book—a useful addition should the book be revised. Also, many of the definitions given would not, I feel, elucidate the meaning for an ESL student. For example, *unconditionally guaranteed* is defined as "absolutely pledged to meet stated specifications" (p. 15)!

Four types of exercises follow each story —vocabulary, analysis, extension, and writing. The vocabulary reinforcement exercises vary among scrambled words and matching, fill in the blank, and multiple choice. A possible improvement here might be to increase the number of items in each exercise as, in most cases, only five or six out of twenty or more words and expressions glossed are practiced. In the analysis exercises, students working in pairs read a statement which expresses a notion ("Bea was delighted . . ." p. 202) and match it with a statement from the story ("How wonderful!" p. 100). The authors also suggest that the students role play the statements and discuss other vocabulary and expressions related to the notion. The idea is an interesting one, and while the exercise format is not at all varied from one section to the next, it should provide a vehicle by which students can focus on the precise meanings of words and expressions and increase their command of colloquial English. The extension assignments include role plays based on the stories and some shorter writing activities (writing summaries, answering questions, making lists). These exercises are varied and appear quite usable and useful. The final part of each story section includes a model letter followed by a writing assignment—always a letter, often a response to the model. The assignments are clear and complete and should give ESL students adequate guidance and practice in letter writing to cope with living in our society.

My main criticisms of *Send Me a Letter* include the occasional peculiarities in word choice (The word *spouse* is used to the total exclusion of "husband" or "wife." And, for the first time, I encountered the expression "weather caster"), and the frequent artificiality of language—a strange blend of formal and informal—in dialogues purported to represent colloquial, informal English. (Perhaps the pomposity and sarcasm of Ms. Carpenter, the teacher of the hypothetical class, is intended as humorous; if so, it might be mentioned in the teacher's guide.) Also, while the stories are amusing, some are literally and unnaturally *packed* with idioms, and some events try the imagination to say the least. In "The Case of the Wrong Car," a character discovers that his new car is red, and not white, *after* driving it home! Finally, the brevity of the section on social letters makes me wonder why it was included at all. Perhaps it could be expanded or combined with the section on writing notes at the end of the book.

Although I doubt native speakers (as the authors claim) would be willing to wade through the more than two hundred pages of stories, vocabulary reinforcement exercises, etc., to get to the model letters, upper intermediate and advanced ESL students living in the United States should find this a useful book. *Send Me a Letter* should be appropriate not only for instructors teaching classes in letter writing and survival skills but also for those teaching general adult ESL classes who are looking for a change of pace from the standard ESL text. □

## *THE ADULT BASIC EDUCATION TESOL HANDBOOK*

(Diana E. Bartley (Ed.). New York: Collier Macmillan International, Inc., 1979, xii + 272 pp. $10.95.)

**Reviewed by Richard A. Orem**
*Northern Illinois University*

With the rapid expansion in the ranks of ESL/adult educators since 1975, publishers have started to look more closely at this potential market in several ways. Classroom texts for adult students are now being included in greater numbers and variety in the materials available from many of the larger publishing companies. Many publishers have started to include materials for adult ESL programs whereas before their offerings were designed specifically for children in public school programs.

Another area in which publishers have started to expand is in their offerings of

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professional texts. ESL instructors can easily feel overwhelmed at the number and variety of published materials available to them. However, quantity does not necessarily equal quality. And despite the rapid development of both classroom materials and professional texts in ESL instruction, the instructor, especially the ESL/adult educator, can easily feel neglected.

Another problem of designing commercial materials emerges from the need for materials which can be easily understood and used by the untrained classroom teacher. A recent worldwide study (Morley, 1979) concluded that over 70% of all ESL teachers have never had any formal training in materials development.

Perhaps the fastest growing segment within the professional field of TESOL is adult education ESL. Despite the latter's remarkable expansion, there have been few attempts to publish relevant materials which specifically identify the problems and needs of this segment of the adult education community—the adult "English as a second language learner." Bartley has responded to this void in the literature by pulling together 32 articles related either directly or indirectly to the subject of ABE/ESL. In so doing, she has attempted to define the field. Certainly this is a laudable task, and one which she has quite successfully accomplished.

The book is divided into four major categories: description of the profession, methodology, research and evaluation, and administration. Of the 32 articles included in this volume, several in particular deserve to be marked for special consideration by the adult ESL instructor. Jean Bodman discusses the recent "revolution" in ESL Teaching," Joanna S. Escobar and Denise McKeon provide a concise description of the teaching/learning process in their article entitled "Four Phases of the Teaching and Learning of a Second Language." This article describes the teaching act in very readable prose and would be of benefit to both the newcomer and the more experienced ESL teacher.

Although the Handbook is a valuable addition to the general literature of ESL/adult education, it falls short in several areas. First, one of the problems facing the ESL/adult educator, which becomes apparent after reading the first section of this book, is the lack of an appropriate professional organization. Alatis' article "Linguistics and TESOL" does not even include any mention of the special needs of adult education. Both Long and Dorland, respective spokesmen of the Adult Education Association (AEA) and the National Association of Public and Continuing Adult Education (NAPCAE)* make only a brief reference to ESL as an interest area of these two large adult education professional organizations. Ironically, since publication of this book, the ESL special interest group of AEA became defunct for "lack of interest." This reviewer is led to wonder where ESL adult education can find a home.

Another problem which this volume fails to address is that of funding and legislation. Currently most ESL classes conducted in adult education programs today are funded by adult education legislation. The marginal nature of adult education funding in general means that ESL/adult educators are all walking a very thin line between employment and unemployment in ESL.

In spite of its shortcomings, *The Adult Basic Education TESOL Handbook* is still an excellent resource for the practitioner (teacher and administrator) in ESL/adult education. Hopefully, future revised editions will attempt to account for areas neglected or inadequately dealt with in the 1979 edition.

—from *The Fall 1981 Adult Learning Review of Books*, Michael Collins, ed. Special supplement to *The Learning Connection*, an adult learning news-magazine.

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(*) In their respective 1981 conventions, AEA and NAPCAE agreed to merge. They will be holding their first newborn convention in San Antonio later on this year. A local person who is helping to put the meeting together is Dr. Don Seaman, Interdisciplinary Education, Harrington Building, Texas A&M University, College Station, Texas 77843. □

(Reprinted from the *Fourth Estate* Vol. III, No. 3, Winter 1981-2)


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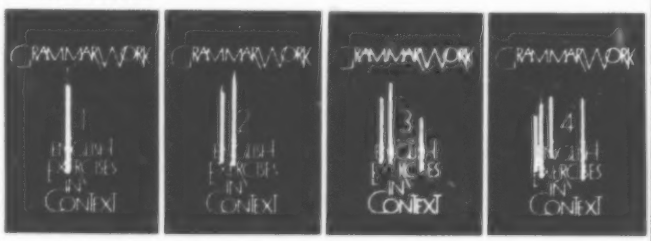


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## THE ENGLISH CONNECTION

*A Text for Speakers of English as a Second Language* (by Gail Fingado, Leslie J. Freeman, Mary Reinbold Jerome, and Catherine Vaden Summers. Winthrop Publishers, Inc., Cambridge, Mass. 1981 475 pp.)

**Reviewed by Maryann O'Brien**
*University of Houston*
*Language & Culture Center*

*The English Connection* is a grammar text written for adult intermediate ESL learners. Each of the twenty-six chapters has both a grammatical and a thematic focus. The grammatical progression is a common one, moving from Present Continuous to Adjective Clauses. The variety of thematic content, which includes such topics as American dating customs, space travel, the Civil War, and inflation, is intended by the authors to challenge the adult student and to make the grammatical review more palatable. As the authors point out in the Introduction to the Student, "Many people think grammar has to be boring. On the contrary, we believe grammar can be fascinating if it is taught in a relevant context." And, there is certainly no scarcity of situational contexts in the book; how relevant they are to student needs is another matter.

Each chapter is divided into several parts, beginning with a dialogue involving four young people who appear throughout the book, thus keeping a continuity. These dialogues are followed by grammatical explanations of the structures just introduced, and written exercises, printed in workbook format enabling the students to write the answers in the blanks provided. Most chapters offer excellent opportunities for problem-solving and role playing, so that the students can move from "skill-getting" to "skill-using," to use Rivers' terms. One of the better exercises is one called "Integration," in which the tight control of the previous exercises is relaxed, leaving the students free to write their own conversations, develop their own role plays, or prepare brief talks for the class. Many of these exercises should be enjoyable. In the Chapter on Time Clauses, for example, students are asked to imagine that they are criminals planning to rob a bank and establishing what each will do when certain signals are given by their leader.

There may be valid objections to the unnaturalness in a few of the drills reminiscent of standard fare in grammar texts of the past, for example, those in which students are asked to formulate a question for which the answer has just been given:

> The bartender is pouring beer for their table.
> Question: Who————————?

But, fortunately, those types of exercises are not too numerous, and there are enough "meaningful" ones to offset these few lapses.

While there is nothing completely innovative about *The English Connection*, those teachers and students who feel most comfortable using a comprehensive grammar book with plenty of reinforcement will find this text interesting and useful. The authors give no indication of how many hours it might take to complete the course, but it would seem to take at least a semester, assuming two or three hours of work a day.

## THE ENGLISH CONNECTION

*A Text for Speakers of English as a Second Language* (by Gail Fingado, Leslie J. Freeman, Mary Reinbold Jerome, and Catherine Vaden Summers. Winthrop Publishers, Inc., Cambridge, Mass. 1981 475 pp.)

**Reviewed by Kenneth Levinson**
*Teachers College*

**This lengthy text, intended for use by intermediate ESL students, is aimed at mastery of grammar through practice in listening, speaking, reading and writing. Each of 26 chapters (Chapter 27 is a final grammar integration) is unified by a different theme of high topical interest. The chapters open with a dialogue, followed by grammar explanations, examples and practice exercises. Through special attention to intellectual, affective and substantive features, as will be discussed below, the authors of *The English Connection* have created a text in which grammar is presented in a meaningful context.**

***Intellectual Features:***

**Structure is addressed in an unmysterious fashion. Grammar explanations are abundant, clear and well written. For instance,**

***Continued on next page***

*Continued from page 23*

on p. 5 is found, "You are reading about the present continuous now." Students' mental participation is continually required—there are no rote exercises. Correct verb forms are usually called for in fill-in exercises that appear in the context of lengthy passages, providing meaning and continuity. Because answers can be written right in the book, students can avoid copying over whole sentences. Notably, students are given a great deal of practice in producing question forms. Extensive speaking and writing practice at the end of each chapter requires a high level of intellectual engagement.

*Affective Features:*

Opportunities for student interaction are found throughout the book by means of suggested role playing and often provocative class discussion activities. On a negative note, the authors may have limited the breadth of the book's appeal to a narrow age group because the four main characters of the dialogues that begin each chapter are young adults and many of the topics they discuss are youth-oriented, such as dating, love, marriage, college, sports and rock music, although these topics in themselves need not be limited to a particular age group. Additionally, one wonders why the authors use characters who are typically North American. There is one character who is of Puerto Rican descent, although she shows no cultural distinction from the other characters.

On the other hand, in regard to artistic presentation, this is a text for which it would be difficult to find another of such superb quality. From the cheerful orange and yellow cover to the choice of typeface this book has tremendous appeal. Grammatical structures are highlighted where they are a feature of the lesson and illustrations consist of both photographs and drawings. The excellent format may have contributed to a relatively high cost but as this is a 475 page book, the cost "per page" is not so high.

*Substantive Features:*

*Language*

Current expressions and idioms are incorporated throughout the book, for example, "that's that!" (p. 91), "a nervous wreck" (p. 365), "to break the news" (p. 259), and "skyrocketing" (p. 329). There is even a section on the vocabulary of atomic power (p. 64). Distinctions are made between formal, informal, written and spoken English.

*Students' Practical Needs*

Little attention is paid to the development of survival skills although there does appear on p. 230 an exercise about renting apartments and signing leases in the context of contrasting "should" and "have to." Suggestions for extended compositions are helpful in meeting students' academic needs. No specifically academic topics, such as literature or art, are, however, treated.

*Topics of General Interest*

At times the book might be considered a sort of ESL news magazine, modeled after the *Time* or *Life* variety, because the central topics that unify each chapter are of general, current and wide-ranging interest. The subjects covered include space travel, Mt. St. Helens, the oil crisis, pollution, changing morality and famous people.

*Cultural Topics*

Many items pertaining to American culture, including life styles, history and politics, are presented in an upbeat fashion. Some material is treated regarding the current problems immigrants face, including racism, social integration and economics, and students are encouraged on p. 89 and p. 398 to consider these issues on their own. Immigrant history is dealt with perhaps too optimistically. In the dialogue on p. 71, Jack talks about his grandfather's experience as an immigrant: "He worked in a shoe factory for many years. He saved every penny and finally bought his own business. They're living a very comfortable life today." Molly replies, "That's a typical American success story, isn't it?" Is this the old Horatio Alger motif, so often used to "Americanize" students?

One final and especially notable feature for a book of this length is its flexibility. In the preface, the authors suggest that the dialogues, grammar examples and exercises can be implemented in different capacities —as listening, speaking, reading or writing exercises—at the discretion of the teacher. They also emphasize that the book can be used in part and that rearrangement of chapters is allowable.

In sum, this is an all-encompassing intermediate text which covers an enormous amount of grammatical material in a fashion both meaningful and mentally stimulating. □

## *UNDERSTANDING & USING ENGLISH GRAMMAR*

(Betty S. Azar, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981. 400 pp.)

**Reviewed by Robert F. Van Trieste**
*Inter American University of Puerto Rico*

Ms. Azar states that her book is intended for "intermediate through advanced students of English as a second language" (p. xiii). However, after having used the book with graduate students at New York University's Puerto Rico Residence Center, I have come to the conclusion that this book is best suited for advanced ESL or ESL refresher courses. I think that a description of Parts I and III of Chapter 3 will support my conclusion. First, there are two and one half pages of questions about the past such as "Did you cut your finger?" Then there are four and one half pages containing a list of the simple, past and past par-

*Continued on next page*

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*Continued from page 24*

ticiple forms of 120 irregular verbs. Next there is a page on "troublesome verbs." A page on the pronounciation of *-ed*, a section on spelling *-ing* and *-ed* forms, and four short exercises requiring the correct spelling of *-ing* and *-ed* forms end the first part of this chapter. All of this is presented before any explanation of the uses of any of the tenses is given. Part III of the third chapter explains, illustrates and drills all of the verb tenses within forty-two pages. Certainly, anyone who has taught intermediate ESL students will realize that such a pace is definitely beyond the intermediate level. However, such a pace is not beyond the level of advanced students or students who have been exposed to all or most of the material before. This book is especially appropriate for a quick and intensive review.

The author's explanations, usually in the form of charts, are usually accurate and sometimes offer useful information about informal spoken English. For example, after giving the example sentence "There is a pen and a piece of paper on the desk.", the author writes, "Sometimes in informal English a singular verb is used after *there* when the first of two subjects connected by *and* is singular" (p. 32). Another example of exposure to informal speech is an exercise on page 13 which contains incomplete sentences. In a footnote to the exercise, the author notes, "These incomplete sentences are representative of spoken, not written, English." This is the sort of information that advanced students need to know in order to comprehend much spoken American English.

On the other hand, Ms. Azar occasionally gives inaccurate information that would probably confuse students. For example, the author states, "A pronoun is used in place of a noun. It refers to a noun which comes before it. The noun it refers to is called the antecedent. Example: I read the *book*. *It* was good. The noun *book* is the antecedent for it" (p. 385). Ms. Azar's example contains another pronoun, *I*, which is not "used in place of a noun" and which does not "refer to a noun which comes before it." Many times the pronouns *I* and *you* do not have antecedents, at least not in the usual sense of the word.

Another inaccuracy, which is more serious and more confusing than the above example, is the author's presentation of Possessive Pronouns and, although not identified, Possessive Adjectives.
The author presents these in the following manner.

| | | |
|---|---|---|
| "POSSESSIVE | my, mine | our, ours |
| PRONOUNS | your, yours | your, yours |
| | his, her-hers, its | their, theirs |

Examples of possessive pronoun usage:
***It is my book. It is mine.***
***This is your coat.***
***This is yours.***" (p. 385)

Such a presentation is bound to cause problems.

Despite these flaws, I found the book to be basically sound and very appropriate for the refresher course that I taught, and I intend to use this book the next time that I teach the course.

## *A FOREIGN STUDENT'S GUIDE TO DANGEROUS ENGLISH*

(Elizabeth Claire. Rochelle Park, N.J.: Eardley Publications, 1980, 86 pp.)

**Reviewed by Lise Winer**
*Université de Montréal*

When one of your students—usually male—comes up to you in front of the class and innocently (?) asks, "Miss, what means /fock/?", you can: turn red and mumble something incoherent, tell him to look it up in the dictionary, tell him to ask another student, ask whether he doesn't have anything better to do, give a totally dead-pan clinical definition with notes on sociolinguistic usage, or correct his pronunciation. Now, since the publication of *Dangerous English*, you can hand him the book and tell him to check page 27.

It is true that some socially taboo words can be found in some dictionaries, although usually not in those our students use. But many "dangerous" words are not included. Furthermore, even if you do find a dangerous word, it may be followed by a list of alternatives with no indication as to which choice would be appropriate for your purposes.

There are two basic considerations in the place of taboo words in language classes: recognition and usage. Students have to know how to recognize dangerous words. If someone says, "Fuck you," does that mean he is angry? How angry? Joking? If the student goes to a doctor, he should understand "(urine) specimen" or "echantillon de pip," or whatever native speakers say. There is, unfortunately, no clear way to recognize ahead of time which words are dangerous and which are not. In English, most taboo words concern the body, particularly excretion and sexual parts and functions, but it is not always easy to associate such phrases as *to fall off the roof* (to commence menstruation), or *to see a man about a horse* (to go to the bathroom, i.e., toilet, i.e. to defecate) with taboo areas. Although some English taboo words deal with religion, e.g. *damn*, this would not prepare an English speaker learning French for the danger in words like *hostie* (sacramental host, communion wafer). Some taboo words, even if partially overlapping in meaning, are not equivalent in usage: for example, the French *merde* has a somewhat wider range of acceptability than the English *shit*, but less syntactic flexibility, and is also the equivalent of the English theatrical *break a leg*. Faux amis can also present problems. To be *constipated* (blocked bowels) in English requires different medicine than to be *constipé* (us. blocked nose) in French. And while to be *indisposed* in English means "not feeling well," albeit coy, *être indisposée* in French almost always means "to have one's menstrual period." How can one distinguish dangerous idioms: *to make out* on an exam and *to make out* with someone? *To be cursed* and *to have the curse*? Why, in French, should *se pogner le cul* be no worse than *to waste time* or *to twiddle one's thumbs*, but *se pogner les fesses*, "to grab ass," be vulgar? Finally, we owe our students some protection; reprehensible as it is, some native speakers find it amusing to teach learners "fuck you very much" as an appropriate grateful response.

Many native English speakers use dangerous, taboo words frequently. Even ESL teachers have been known to use them—off-duty, of course. Our students hear taboo words all the time. But they do not always notice *who* uses *which* words, *when*, *how*, and under *what circumstances*. Of course, we do not want to teach our students to use dangerous words indiscriminately, or as much as they may hear peers using them. But if we do not tell them the limits of general acceptability, it is all too probable that no one else will—the very nature of the objection making correction difficult. People usually assume that the speaker knows what he is saying and simply judge a learner's use of language by the same criteria as a native speaker's. Thus, the first part of teaching "usage" is teaching what *not* to say, and when *not* to say it. Too often, learners find out dangerous words by making an embarrassing and unintentional double *entendre*; students appreciate knowing some of the more obvious pitfalls in advance. It can be helpful to know, for example, that French *engin* can refer to "penis", and that embarrassing moments can be engendered by mistaking *la manche* (sleeve) and *le manche* (penis). (One of the more public examples of dangerous French occurred recently when an Anglophone member of the provincial assembly complained that his constituents were fed up with their taxes "jusqu'au cul" (up to their ass), when he meant to say "jusqu'au cou" (up to their necks), making a case for some selective phoneme practice.)

I must emphasize here that I am *not* advocating a wholesale adoption of lessons based on taboo words, nor that they should be dealt with formally in class at all. It is easy to be embarrassed by this aspect of language as a classroom teacher. It is easy to disapprove, to be shocked or dismayed. But often this attitude leaves our students at the mercy of their own limited experience, and leaves them open to ridicule or being thought rude. There is a need for addressing this area of language because our students need it: they have medical or sexual problems—either theirs or their children's—that they have to talk about with counsellors and doctors; they go to movies, read novels and magazines and comics; watch television; take their pets to the vet; make friends among English speakers; hear and sometimes use language we don't use in the classroom; who want to understand jokes—in short, become competent users of the language.

Therefore, this book can fulfill a real need for learners of English as a second language (and not a few native speakers as well!) Even native speaking friends will find it difficult to sit down and give a learner a list of words to be careful of, hence the advantage of this book. The book is basically clear and well done, although I have some minor cavils. For example, part of the information for "defecate" includes: formal—*defecate*, general use—*have a bowel movement*, euphemism—*go to the bathroom*, children's—*make ka ka*, slang—*go to the can*, vulgar—*shit*. Although this method of presentation is very useful, it is not complete, in a sociolinguistic sense: *copulate*

*Continued on page 30*

# HOW DO THEY COPE?

**by Joan F. Tribble**
*Jefferson Kentucky Community College*

Have you ever been in a situation where you had to communicate but you didn't know the language? Few of us have. However, during a tour of Europe in May, 1981, I had an opportunity to experience some of the language difficulties of my students. As a result, I reached a number of conclusions about getting along in a foreign language, and at the same time I developed renewed empathy for my students.

1. *Reading is easier than speaking.* Although I had studied French, Spanish, and Latin many years ago, I know nothing about German or Italian. However, I had little difficulty comprehending street signs, menus, and prices. Because we often ate in cafeterias, we could use gestures extensively, and usually we said only "thank you" in the other languages. Even in France, where I could read the newspapers, I never spoke a complete sentence; phrases were sufficient to communicate on the casual level at stores and restaurants.

In addition to using only phrases, I avoided speaking at all whenever possible. For instance, I always calculated the cost before going to the cashier so that I would have enough money available. Thus, I did not even have to listen to the numbers the clerk spoke; I just read the amount on the register to verify my rough estimate. And of course, I never wrote a word except in English.

2. *Gestures are important aids to communication.* Because I had such a limited vocabulary, I was forced to depend on gestures quite often. Pointing, shaking or nodding my head, lifting my fingers, and presenting puzzled looks were ways that I supplemented the few words I could speak. For example, in Lyons we had been given only two sets of towels for three people. To make this problem clear to the maid, who spoke no English, I carried the towels to her, pointing and counting, *Un, deux.* Then I pointed to each of us and counted, *Un, deux, trois.* She immediately understood my problem and soon brought more towels.

3. *Code-switching is less difficult than I had thought.* When my students turned from speaking their language with their friends to talk with me in English, I was in awe of this ability to switch codes immediately. But I found myself doing it with ease. In restaurants and cafeterias I sometimes translated the menu or the waiter's requests into English for my friends, spoke a few words in French to the waiter, then returned to English. The process was easy and not at all confusing. I now understand how my students can do this and even use two languages in a single sentence.

4. *Instruction in language is essential.* Although we spent several weeks in the foreign language milieu and watched television quite often, I learned only a few phrases and numbers. Of course, I made no serious attempt to study either vocabulary or structure, but I had tried to learn something about each language before I left the United States. Nevertheless, I remembered nothing of the German I had crammed.

Television did not help either. Like Americans, Europeans speak rapidly and at length. Furthermore, European television news includes more talk and fewer pictures than ours. On the other hand, they often interview celebrities in English or use British commentators. In addition, the commercials are relatively easy to understand, and I could soon recognize the products I saw in store displays or in newspaper advertisements.

Because I could read French, I did learn from the French newspapers. Over a longer period I could have expanded my vocabulary and reinforced my past knowledge of the structure. This was not true for German and Italian. To develop functional skills in those languages, I would have had to receive intensive formal instruction. This experience convinces me that beginning students need instruction, whereas intermediate or advanced students may be able to increase

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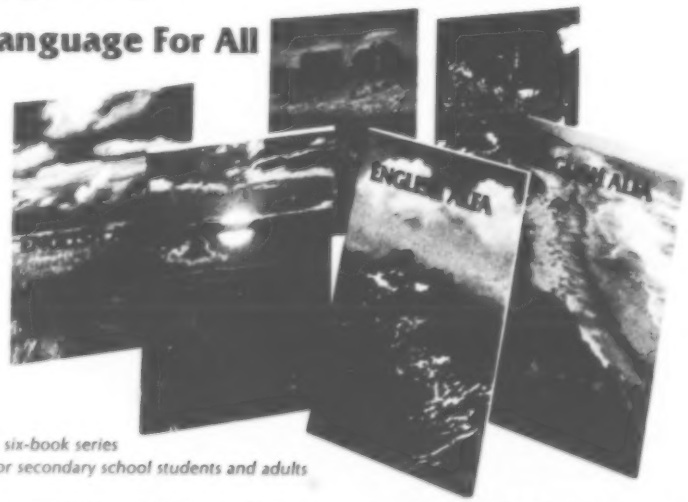

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# EXTENDED MEANING CLUES: A VALUABLE READING SKILL

by Christine S. de Alvarado David, Chiriquí
*Republic of Panamá*

One of the advantages of the individual learnings strategies perspective has been to shift the focus from teacher to individual student, from teaching to learning in the classroom.

This is especially evident in reading. The instructor no longer 'teaches' students to read, nor is reading now considered a single skill uniformly acquired by all. Rather, reading is a complex process involving a series of interrelated skills; individuals may employ these to varying degrees depending, in part, on the extent to which each skill is developed and the manner in which it is integrated into the overall system. Individual preferred strategies may vary for many other reasons; however, the above is especially pertinent to teacher-student activities in class. The role of the teacher is now to help the student develop a range of skills and provide him with plenty of opportunity to use them with actual texts as well as in isolated exercises.

For reading instruction, rhetorical devices, along with context and syntactic clues, have frequently been stressed. But metaphor is often only referred to in connection with analogy, a rather special use. Perhaps metaphor is associated with poetry and considered irrelevant to general reading. However, metaphor, or extended meaning, is basic to language use, both written and spoken, in a variety of styles and registers, including technical writing. Moreover, non-native learners have difficulty with non-literal meanings.

It may be surprising to discover how difficult some seemingly easy expressions can be, even when the same metaphor is used in the native language. In the sentence, 'Economic factors must also be weighed,' Spanish-speaking students took time to decide on the meaning of 'weighed,' although Spanish admits the same metaphor. 'Dead' metaphors for the native speaker may be very much alive for the foreign student.

All the examples that follow are from ESL readers, and most caused problems for ESL students. The students either skipped these words and depended on context for general meaning, or they processed literal meaning and were confused. Most did not readily extend the literal to the figurative use, thus missing a vivid clue to the author's message. An author, after all, employs these terms for a reason.

Recognition of extended meaning clues should be presented along with other reading skills. This widens the range of resources available to the student and facilitates comprehension. Visual representation may allow more depth to understanding, and vivid imagery may aid recall. Who could forget the following:

Candidates are *screened* on the basis of achievement and aptitude test.

*Harnessing* the tides has been considered as a possible source of electrical energy.

These large constructions are supported by a *skeleton* of steel and concrete.

First, the men had to *fan out* over the entire area.

In the above, 'harnessing' is a more effective word choice than 'controlling' only if the student is aware of both the literal and figurative meanings of this term.

Also, if non-native students tend to assume a one to one relationship between meaning and form, emphasis on extended meaning may accustom the student to more flexible expectations. But whether or not recall and flexibility are enhanced, the primary purpose for teaching extended meaning clues is to help the student develop a skill he can use, along with the others, to facilitate reading comprehension.

Extended meaning clues can be presented in many ways. One is to underline examples in a text, after the first reading. Students and instructor discuss the literal meaning, then the students are asked to relate it to the context. Isolated exercises with multiple choice for a close substitute may also be used, and they can be easily written using examples from the text being read. Some example questions from readings are:

1. Strip mining leaves large tracts of land permanently *scarred*.

a. damaged b. improved c. changed

2. Fear that the new virus would *sweep* the area induced doctors to recommend several measures.

a. extend over b. be limited to c. affect

3. The plan using plastics may *cut* the weight by one third.

a. reduce b. increase c. balance

The ability to understand new metaphor is part of communicative competence. It involves 'knowing' the various meanings of a form in the usual context, 'knowing' which meanings apply in a new and unusual context, and which meanings may be disregarded. This may require extra processing which is reflected in added difficulty, especially for foreign students. More research will help us understand this complex process. In the meantime, the recognition of extended meaning clues is a valuable skill our reading students should develop. □

# COMMUNITY LEARNING AND THE TEACHING OF COMPOSITION IN ESL

by William F. Myers
*College of DuPage*

This article will look at Peter Elbow's approach to a community writing environment in light of some theories and practice regarding Community Language Learning (CLL) as we observe it at present in the teaching of ESL. I have used Earl Stevick's book *A Way and Ways*[1] and the textbook *Getting into It: An Unfinished Book*, by David Blot and Phyllis Berinan Sher,[2] to give perspective to Elbow's books, viz. *Writing without Teachers* and *Writing with Power*.[3]

Much of Stevick's purpose in *A Way and Ways* is to find a broader application of some highly specialized approaches to learning language, among them CLL. In his helpful way he defines the "community" setting to mean simply that power is "more evenly distributed between knower and learner in the classroom." Furthermore, the relationship between learner and knower cannot be defined by fixed roles, but rather, rests lightly on a "constantly shifting equilibrium." Far from abdicating responsibility, the teacher-counselor-knower can and should lend as much structure "as the learner needs"; he is further obligated, as a member of the community, not to let the learner's reality (i.e., the correspondence between what he is doing and what he thinks he is doing) become distorted. At any time the knower-teacher may find himself in the learner's role and some other element in the class may be providing the teacher-functions indicated above.

This community setting is incorporated into the use of the Blot/Sher composition textbook *Getting into It*. Here are thirteen "stories" all written in the first person apparently by advanced ESL students; each character writes his story (or has someone else tell his story) about 'making it' in an alien culture and with a second language. All stories are followed by a set of group-discussion questions and some individual writing assignments; suggestions for group role-playing projects follow some stories. The questions ask the group to state their perceptions—non-judgmentally if possible—of the people in the story. Since these are *perceptions*, there is little chance of 'right' or 'wrong' on the resultant shared opinions. The individual writing assignments always provide at least one invitation to the student to write about himself, though usually there is the chance to write about the character or situation in the story, or about

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## COMMUNITY LEARNING AND COMPOSITION

*Continued from page 27*

similar people and situations the learner has encountered elsewhere.

Most of the above format fits Stevik's criterion of what is beneficial in CLL; i.e., the strategies are designed to engage "the whole learner." Group feeling and support among learners should develop as classmates shift their primary focus from the life struggles in the textbook stories to the mutual confrontation of their own 'present reality,' in their writing. At the same time the learner's sense of security is cushioned in various ways; for one thing, he knows that no writing assignment will demand that he directly expose himself, as he is always given other options.

Peter Elbow comes close to the counselor-teacher role himself in the very presentations of his books. In *Writing with Power* in particular he addresses himself directly to a would-be writer—and thereby makes no real distinction in his audience between students and teachers of writing. Like Stevick, he writes clearly and can present sophisticated learning theories in simple terms. But where Stevick attracts his readers to himself, with his experiences and opinions, and even with his own fascination at how his own mind works, Elbow manages to keep his audience interested in its own thought processes and responses —in how it probably functions as a writer, and how it might find support, criticism and audience from others. Elbow is supporting the writer, as it were, from behind the would-be writer's own chair something like the classic counselor-learner, who stands outside and behind his learning—group.

Elbow's community classroom, though it did not originate in the so-called Chicago school of counseling-learning, does have interesting parallels to CLL. An important part of Elbow's community structure consists of a form of what Stevic calls *reflection:* in Elbow's plan the class members read and listen to what one of their group has written and then summarize what the writer has shown them, and/or restate his purpose, and/or speculate on what kinds of motivation they imagine the writer to be operating from if they were to draw inferences from this piece of work alone. No attempt at group agreement is to be forced. If different class members summarize a paper differently, for example, the writer takes this to mean merely that his paper communicated in different ways. No one's interpretation of or reaction to a paper is ever to be pointed out as wrong, though of course a commentator may well hear ensuing comments that clearly differ from his own. Even more interesting, the writer is not permitted to speak or in any other way explain his work while his class members discuss it. Far from creating insecurity, this ground rule, Elbow believes, *relieves* the writer from having to defend his work from what he hears about it, and in turn frees his energy for *listening.*

Writers in Elbow's community may be given *suggestions* for writing (In fact, he provides numerous pointers for the person who feels he is afflicted with writers' block.), but the writer is not assigned a specific topic nor a mode for organizing it. Instead, he is left free either to play it safe or take the risk that comes with 1) the attempt at new forms, 2) presenting untested views, or 3) self-exposure. A 'teacher,' if he chooses to be present in the community, is there on the same premise that Elbow suggests for the other participants. Beyond that, the teacher may find no special function for himself besides that of umpire, an enforcer of ground rules, until another member of the class, or the class as a whole, becomes strong enough to take care of them.

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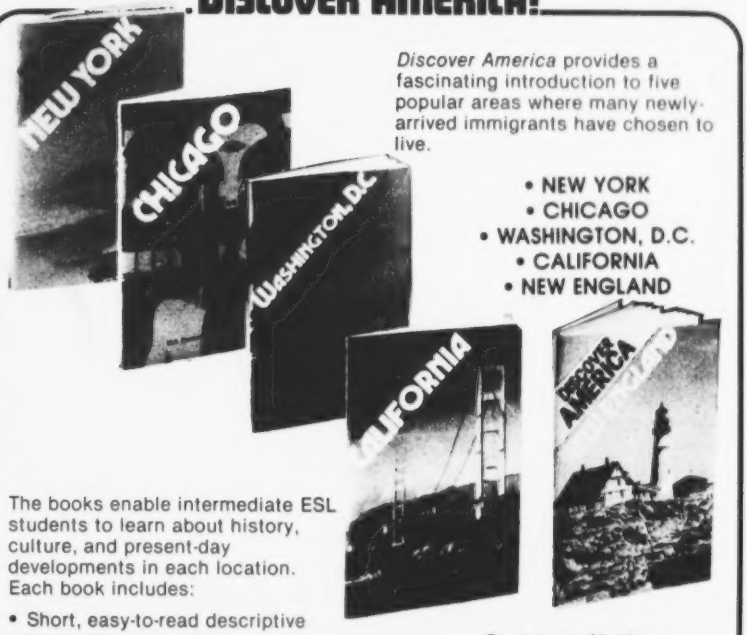


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# IT WORKS

Edited by Darlene Larson
*New York University*

## SENDING TELEGRAMS WITH WESTERN UNION

Joe Stockdale
*St. Louis, Mo.*

Many students use Western Union to send messages overseas. It is very likely that some of the language they meet at the Western Union desk (or by phone to the Western Union operator) may surprise them. Maybe we can help. Following are a few facts about Western Union (WU) routines, accompanied by some lesson suggestions to start your thinking.

One can expect WU operators to obtain the necessary information with many of these phrases and *statements* despite the questioning function of the conversation.

1. Western Union, operator 718, may I help you?
2. What number are you calling from, area code first please?
3. What city and state are you calling from?
4. To whom is the message going?
5. The address, please?
6. The city?
7. What is the message?
8. How is this to be signed?
9.* We can send you a copy for a small additional charge.
10. May we bill this to your phone?
11. Is that number_____? (repeats calling phone)
12. In what name is that listed?
13. The address, please? The city, state, zip?
14. Thank you for calling Western Union.

* This is a copy sent to the sender as a mailgram, which arrives in one or two days. The charge is an extra $1.75. Notice that the standard phrase is in the form of a statement. The sender may also request a copy by first class mail, but the operator will probably not mention this possibility. The copy by first class mail arrives in three to four days and costs only fifty cents. A person can refuse a copy, of course.

The billing phone may differ from the calling phone. Or the sender may ask that a bill be sent to him in the mail, or that the bill be charged to his Bank Americard (Visa) or Master Charge. In that case, the operator will ask for the sender's credit card number, expiration date and, in the case of Master Charge, the route number. Except for these options, the conversation is almost entirely routine.

Western Union operators are trained to use "phonetics" to insure the accuracy of messages, especially those that are in a language they don't understand.

A (as in Able); B (Baker); C (Charles); D (Denver); E (Edward); F (Frank); G (George); H (Henry); I (Ida); J (John); K (King); L (Louise); M (Mary); N (Nelly); O (Orville) P (Peter); Q (Queen); R (Robert); S (Sam); T (Tom); U (Utah); V (Victor); W (William); X (X-ray) Y (Young); Z (Zebra)

A good WU operator will deviate from this system to use the words the caller knows. For example,

4. To whom is the message going?

—I will spell it. N-G-U-Y-E-N
—Is that N as in Nelly, G George, U Utah, Y Young, E Edward, N Nelly?
—. . . N No, G George, U Utah, Y Yellow, E English, N No . . .
—Oh, o.k.

The operator should then use N No, Y Yellow, and E English throughout the message.

*Wordcount:* Except for the country the message is going to, every word is counted in addition to all the words in the message itself and the signature. All word and figure groups are subject to 10 character count. In other words, if the word or figure group is over ten characters long, it is counted as two words. Dictionary words may *not* be run together. The per word rate varies from country to country.

A lesson plan based on sending a Western Union telegram lends itself to 1) role playing; 2) alphabet-vocabulary-number practice/word play; 3) outside class assignments.

1. Role playing. In many cases one must recall that the operators do not know the languages in which they are sending the messages. Students role-playing the operators will have to depend on the "A-as-in-Able-alphabet" to get the messages correct. It would not be unrealistic for the operators to make the senders' tasks more difficult by confusing words and spellings. The students giving the messages must learn not to panic, to control what is happening to their telegrams.

2. Alphabet-vocabulary-number practice/word play. Students can practice spelling difficult words using code words that they have previously studied. Or, code words might be restricted to certain categories such as names of cities or animals or tools or trees.

3. Outside class assignments. Call the operator and find out the toll free WU number. Call it. Find out the per word rate to your country. Find out where the closest Western Union office is. Find out its hours. Find out how you can send money to a friend. Find out the hours for the main WU office in Tulsa, Oklahoma. Find out how long it will take for a message to get to your country.

• • • • • •

Another idea that works will preserve the life of your picture file. This comes from MARIE CANZONERI, a graduate student in the TESOL program at Eastern Michigan University in Ypsilanti.

Marie was concerned about sharing her pictures with elementary school students, yet keeping them in shape to use again. She decided to try the "magnetic" photo album pages. She claims they are just as good as lamination, but with the added plus of being able to pick up up the clear part and changing the pictures if desired.

Of course the pages can be used separately, but Marie likes to use an album. She's found some with as many as 70 pages, yet they're still light enough to carry. When turned on its spine, the album acts like a portable file.

Thank you, Marie, for sharing your good idea that works.

---

## JOB OPENINGS

*Continued from page 17*

**Vincennes University,** a comprehensive junior college in Vincennes, Indiana, is accepting applications through July 1, 1982, for a tenure-track, Assistant Professor level position, in its ESL Program, commencing August 16, 1982, offering a salary of $13,000-$15,000. Position requires at least an M.A. in TESL or Linguistics, with college ESL teaching experience preferred. The teaching load is 16 credit (20 contact) hours in a four level program which offers 14 separate courses; faculty teach multiple preparations. Please send letter of application, transcripts, recommendations, and/or placement dossier to: Dr. Phillip E. Pierpont, Chairman, Humanities Division, Vincennes University, Vincennes, Indiana 47591-9986.

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## COMMUNITY LEARNING AND COMPOSITION

*Continued from page 28*

Stevic points out that the originators of CLL—most of whom are therapists or graduate students in counseling—considered the actual language learning as secondary—a by-product, if you will, of the goal of forming a tight group knit through deeper self and interpersonal understanding. Likewise the individual and group activity suggested in the Blot/Sher book is designed to create a safe arena for self exploration. Elbow's books alter that focus by implicitly asking every participant to assume a role —*not* that of someone learning a language, or passing tests, or going to school, or struggling with a culture—but that of a *writer*, someone who differs from other writers, great or obscure, in degree only, never in kind. And while most of Stevick's criteria for reaching the whole learner are still maintained, the knower-teacher's role is now switched from being less of a counselor-facilitator to being more of a writing coach or even friend. The goal of language learning is ascendant again.

Elbow was not writing his books with the ESL student particularly in mind. But neither Elbow nor Stevick nor Blot gives consideration to a final question which must inevitably arise: i.e., given the modification of the teaching role in the/a community setting, how does that change the way the composition teacher treats those characteristic ESL problems he always faces—grammar, syntax, vocabulary, idiom? That question is worth a paper in itself. □

[1] Newbury House Publishers, Inc., 1980. Stevick provides an initial description of CLL in his earlier book *Memory, Meaning and Method* (1976).

[2] Language Innovations, Inc., 1978.

[3] Oxford University Press, 1973 and 1981 respectively.

## REVIEWS

*Continued from page 25*

and *fornicate*, for example, both listed under formal expressions, do not convey the same legal-moral nuances. Also not indicated is that quite a few words are generally used more by or about one sex than the other. However, the information is certainly complete enough for students to learn which general or euphemistic phrases to use, and which slang or vulgar words to avoid. A variety of regional terms is included, so this book should be a good reference anywhere in North America. The pictures that accompany the definitions are clear, if somewhat male-oriented. Some of the pictures illustrating embarrassing moments resulting from "mistakes" are a bit cutesy, but clear.

Some taboo topics, including sex and bodily functions, are difficult, inadvisable, or impossible to discuss with particular classes. However, I have found at least recognition of formal terms very welcome, especially privately, or in small (monosexual) groups. Students have also appreciated being told that certain words they have "picked up" may be considered objectionable by some English speakers. I would suggest making the book available to students. You can refer them to the book, or use it to supplement your explanations to individuals or groups. This book can definitely help you help your students avoid fucking up their English. □

Lise Winer
Université de Montréal

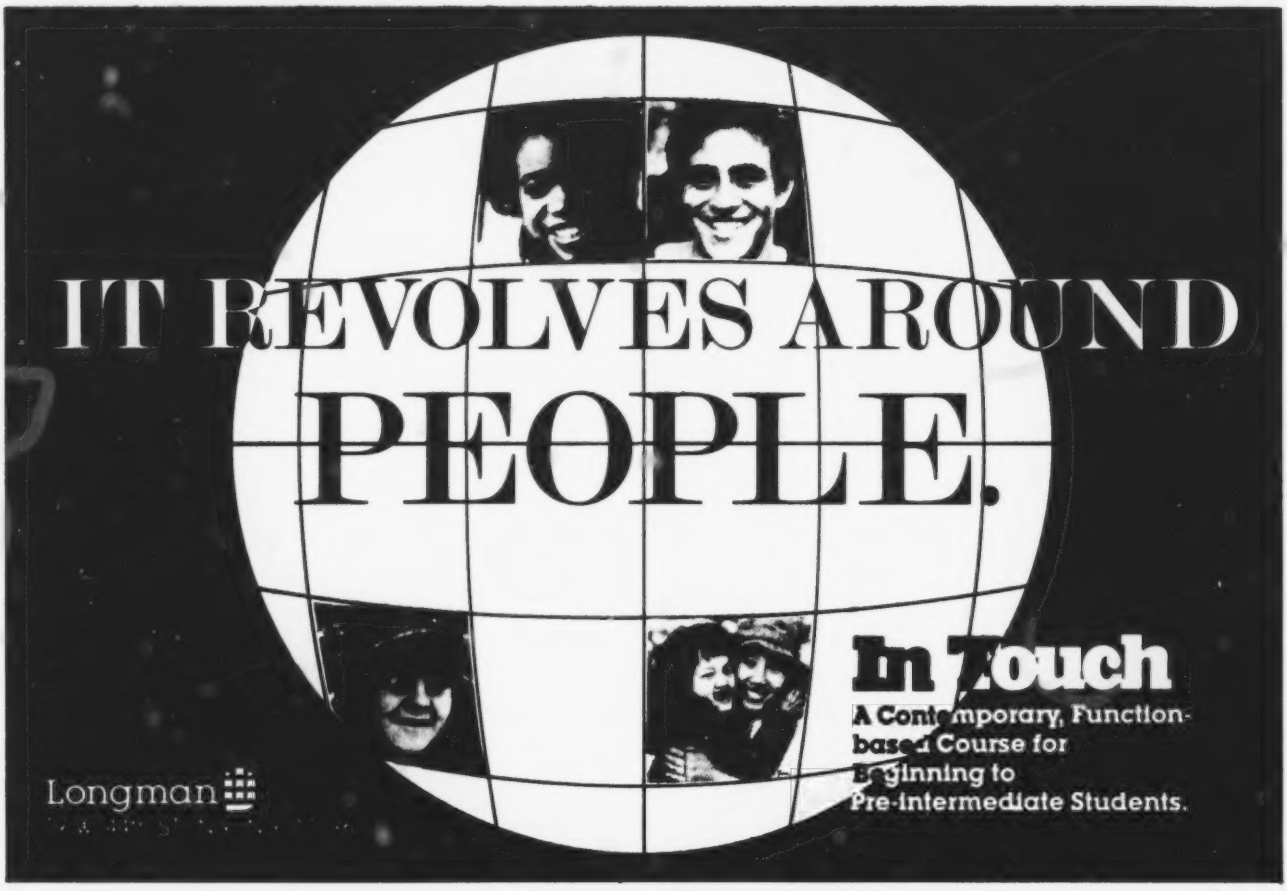
## HOW DO THEY COPE?

*Continued from page 26*

their vocabulary on their own.

These conclusions may seem obvious, but because I have experienced a small sample of the language difficulties of my students, I have greater understanding of their frustrations and coping skills. Daily living in a strange language may be difficult but not impossible. My students and I have proved that it can be done. □

(Reprinted from *Kentucky TESOL Newsletter*, Vol. III, No. 1, December 1981.)



# AN INTENSIVE SUMMER WORKSHOP FOR FOREIGN TEACHING ASSISTANTS: A PILOT PROJECT

by Rosslyn M. Smith

This report details the administrative problems, procedures and content of a pilot workshop for new foreign teaching assistants at Texas Tech University in the summer of 1980.

Texas Tech University, like many other major educational institutions in this country, devotes a substantial portion (approximately 20%) of its faculty full time equivalent (FTE) positions to graduate students who also serve as teaching assistants.

Qualified foreign graduate students are most often used in TTU classrooms by the departments of mathematics, chemistry, physics, foreign languages, and business administration. In the past few years, the university administration and Board of Regents have received numerous complaints from students and parents about the lack of English proficiency of foreign TA's. Since the use of qualified foreign TA's is likely to continue in the foreseeable future, the university administration is anxious to improve the quality of instruction by reducing the language and cross-cultural problems of foreign TA's.

Because the university wanted to provide a comprehensive program of English instruction to the foreign student population, a position was created for a director of an English program for foreign students (ESOL Program) beginning in the summer of 1979. A major responsibility of the director was to develop an English language training program especially for foreign TA's.

In the fall of 1979, the Graduate School and Academic Affairs Office approved a proposal for an intensive summer workshop for new foreign TA's to run the first three weeks of August, 1980. The university agreed to provide some type of stipend for the participants and to waive all fees for the workshop in order to avoid economic hardship on the new TA's.

As plans for the workshop progressed several administrative questions arose:

1. Should the students have credit for their 90 contact hours of instruction? If so, how much?

We decided not to award credit since the content was not directly related to graduate majors and would not apply to a degree. There were other reasons that relate to the following question:

2. Would the students receive an actual cash stipend to cover their expenses, with tuition and fees being waived, or would they simply receive campus housing and food without cash disbursements?

It was decided to provide campus lodging and food and to waive fees since the program was in the category of Continuing Education. In making this decision, we took into consideration that if credit had been awarded, the students would have had to be enrolled full-time and would have had to pay out-of-state tuition and fees since in August their assistantship would not officially have started, and the university could not, therefore, legally waive the fees.

3. Could the university make the workshop a requirement for new TA's? Would there be any provision for exempting students from the program?

The Graduate School issued a letter in February 1980 that notified department chairmen of the workshop and specified that any new assistantships awarded to foreign graduate students must require attendance at the workshop. The letter also stated that well-qualified students who met on-campus evaluation requirements would be exempted from the English sector of the workshop but not from other areas of the program.

It was decided that other foreign graduate students could attend the workshop on a space-available basis, if a chairman so recommended or requested.

In regard to salaries for faculty, the Speech Communication Department provided 0.5 FTE for the classroom communication segment; Classical and Romance Languages, the department in which the ESOL position is located, provided 0.5 FTE for English. The Director of the Office of International Programs, who is an administrative staff member, taught the orientation class.

The number of students who attended, eight in all, was substantially and inexplicably less than originally anticipated. Those who did attend, however, were in great need of assistance with their English and of general orientation information in regard to the United States. They attended two hours of classroom communication training and one hour of cultural orientation in the morning, and three hours of English in the afternoon.

Yousef (1968), Gatbonton and Tucker (1971), and recent unpublished research at the University of Minnesota suggest that cultural misapprehensions involving the foreign TA's and their American students often impede communication above and beyond English language problems. Our classroom communication section was, therefore, designed to teach the TA's not only methodological approaches to various types of classes, but also how to interact and communicate effectively with their American students. Included in the classroom activities were several short student presentations on their areas of specialization, videotaping of these presentations with subsequent discussion, and meetings with American students to discuss relevant cultural issues.

The cultural orientation dealt not only with such utilitarian items as how to get a social security number, a phone, etc., but also treated the cross-cultural aspects of the following topics: self-awareness, learning skills, technical and factual background about the area, problem solving skills, perception in communication, and social awareness. Students participated in many discussions of these topics, often using case studies of critical incidents.

The English class focused on improving oral communication skills, and specifically on listening comprehension and pronunciation. Interspersed among the many student discussions and presentations were exercises designed to build vocabulary and idiomatic expressions. At the beginning and end of the session the Michigan Test of Aural Comprehension was given. Listening comprehension was found to have improved from an average of 69 to 75 points on a scale of 100. Fluency and intelligibility were judged by all the instructors to be appreciably better.

The students were asked to evaluate the workshop at its conclusion. Their comments were positive, including the affirmation by some that the workshop should have been longer.

After the department chairmen were apprised of each of their students' progress in the three areas of instruction, they were asked to evaluate the workshop. All of the chairmen and graduate advisors involved were enthusiastic and supportive and recommended that the workshop be offered again next summer.

As a direct result of the workshop, the departments involved were able to make better decisions about teaching assignments. In one instance, at the recommendation of the workshop faculty, a department decided not to have one particular TA teach a class on his own, but rather to use him in a large lecture section as an aide until he makes more progress in both English and in his ability to relate to students in the classroom. The participating departments are also considering ways to improve the mechanics of awarding assistantships to foreign students as a result of the program. Periodic checks on the participants will be made during the academic year to monitor their progress and to assist in planning next year's workshop. □

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# LANDMARKS IN THE HISTORY OF TESL

**by Francisco Gomes de Matos**
*Perambuco Federal Univ.,*
*Recife, Brasil*

Introduction

The still-to-be-written history of Teaching English as a Second Language (TESL) will surely devote considerable space to the most outstanding events characterizing the growth and development of our profession. Until then, however, it might prove revealing to arouse the interest of the TN's readership concerning an initial listing of such historically significant landmarks. The enumeration to be made should be seen as the contribution of an individual professional TESOLer: other colleagues are requested to send their own statements of great, history-making events. Please note that the author is a self-appointed historian whose major current work is in linguistics applied to TESOL but who is very proud to clarify that his career started in an EFL classroom. After such explanatory remarks and suggestions, here is my own choice of great events, with a brief justification for the inclusion of each.

I. (1941). The founding, by Charles C. Fries, of the English Language Institute of the University of Michigan. This resulted in the exertion of great influence by the ELI-Michigan through its directors and staff and through its teacher training program on ESL training materials (which have helped shape the design of many textbooks everywhere) and, last but not least, through its universally administered and recognized Examination of Proficiency in English.

II. (1945). A notable event, an outcome of the founding of the ELI at Michigan was the the appearance of the now "classic" *Teaching and Learning English as a Foreign Language* by Fries (U. of Michigan Press). That pioneering methodology handbook has had some contemporary successors the most comprehensive of which is Wilga Rivers and Mary Temperley's *A Practical Guide to the Teaching of English as a Second or Foreign Language* (NY: Oxford U Press) 1978.

III. (1948). The publication of A. S. Hornby et al's *A Learner's Dictionary of Current English*, now known as the *Oxford Advanced Learner's Dictionary*. (A notable, competing lexicographical product is the *Longman Dictionary of Contemporary English* (1978).) To assess the very outstanding contribution made by Hornby (together with Fries and Robert Lado, an inspiring "trio" of great TESOL specialists) and to do justice to British formative work in TESL, see the volume *In Honour of A. S. Hornby*, edited by Peter Strevens and published by Oxford University Press, 1978. Hornby's versatility can be examined through his achievements as a textbook author, grammarian, and lexicographer.

IV. (1957). Robert Lado's now classic formulation of contrastive analysis appeared in book form in his *Linguistics Across Cultures: Applied Linguistics for Language Teachers*, Ann Arbor: The University of Michigan Press. Lado's pioneer, systematic framework has been very influential on developments which have both sustained the interest in research in contrastive linguistics and led to the emergence of the challenging, insightful domain of error analysis. (For a recent view of the latter, see Jack Richards' essay in Robert Kaplan (Ed) *Annual Review of Applied Linguistics*. Newbury House, 1981.)

V. (1957). The impact of Chomsky's transformational-generative (T-G) theory was very strongly felt on approaches to TESL, especially from the mid-60s. The very label "cognitive code" reflects the increasing attention given to mental processes in language learning and teaching. Among influential insights of T-G theory which have, at least indirectly, shaped TESL materials are: deep and underlying structure, transformation (the process-view of intersentence relations), language universals, creativity (creative aspect of language using), competence. To have a concrete example of how T-G theory (of the Chomskyan type) has influenced a US textbook, compare the 1968 and the 1975 editions of William Rutherford's *Modern English* (NY: Harcourt Brace Jovanovich). Psycholinguistics is a concomitant development of T-G theory.

VI. (1962). The publication of *English for Today*, a six-volume series produced under the auspices of the National Council of Teachers of English. (NY: McGraw-Hill, 1962, 1966, 1972, 1976.) Several US methodologists and applied linguists are on the writing/advisory team. The trend toward team-produced textbook series has been greatly enchanced by EFT.

VII. (1962). That same year, there appeared a journal, *English Teaching Forum*, which gained a very wide international readership. Published under the auspices of the then USIA (now USICA) and distributed free of charge to teacher-trainers and teachers all over the world, through American embassies and consulates, the *Forum* has been of considerable assistance in disseminating both methodological and linguistic information in a format both accessible and clear to classroom teachers. Because of its universal distribution, on a complimentary subscriptions basis, the *Forum* has rendered an invaluable service to the cause of TESL. (Equally deserving of mention, together with the *Forum*, would be the journal *English Language Teaching*, established in 1946, by the British Council and published by OUP.

VIII. (1964). The emergence of the study of the interaction between language and society as the branch of linguistics called Sociolinguistics was one of the significant and influential events in the 60s, together with the formulation of the concept of 'communicative competence' by Dell Hymes in 1969. Language learning and teaching, especially ESL, benefit from the profoundly psychosocial orientation imparted by the writings of sociolinguists and psycholinguists.

IX. (1966). The establishment of the TESOL organization. Besides having its own journal (the *TESOL Quarterly*) and newsletter, TESOL provides many high-quality services to its international membership. The successful, yearly conventions and the more recent Summer Institutes and Summer Meetings, together with a growing number of national affiliates (Brazil is to join soon) attest to the universalization of our professional organization. The offering of Ph.D. programs in TESL is also evidence of the influence of TESOL on the academic scene.

X. (1978). The appearance of *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik (the latter currently President of the International Association of Applied Linguists), published by Longman. Based on the monumental *A Grammar of Contemporary English* by Quirk, Greenbaum, Leech and Svartvik, the *CCE* has been very influential on the preparation of teachers (both as users and as presenters/explainers of English) as well as on the design of textbook series (cf. the currently fashionable notional-functional-communicative approaches) and less comprehensive, predagogical grammars for ESL learners.

XI. (1980). The universal spread and strengthening of the English for Special Purposes movement (or field, as claimed by its most zealous supporters) through the publication of bibliographies, the launching of journals and newsletters, the holding of national, regional, and international meetings. Particularly noteworthy among the various efforts to help universialize ESP is the contribution being made by the British Council, initially through its English Teaching Information Centre (which, unfortunately has ceased to operate) and currently through its Centre for Information on Language Teaching (CILT).

XII. (1981). The veritable internationalization of English ("it does not belong to its English speaking "native" users, but to all of those who need to function in it everywhere") would be one of the current interpretations of the spread of English and the equally uni-

*Continued on page 35*

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# GAY'S THE WORD BUT NOT IN EFL

**by Alex Hirst**
*from the EFL Gazette*
No. 28, Nov./Dec. 1981

Homosexuality does not exist in English-speaking countries; there are no EFL teachers in Britain or overseas who are not resolute, healthy heterosexuals.

This may sound like something of an exaggeration, but it's really just stating baldly what is implied by teaching materials and by the policies of most EFL schools. The books, tapes etc. don't actually deny the existence of homosexuality, but they do deny its validity as an alternative to heterosexuality.

Most owners and directors of schools would claim to be indifferent to the sexual orientation of their staff—assuming of course that their *perceived* orientation be heterosexual. But being gay is more than being sexually attracted to members of the same sex, just as being straight is not just a matter of being sexually attracted to the opposite sex. The cultural, political and psychological implications of being gay in a straight world have an enormous impact on those who are gay, and in the context of TEFL being gay *is* an issue.

On top of the problems normally associated with being an EFL teacher (pay, conditions, schools' policies. etc.) gay EFL teachers have additional problems: coming out (i.e. making no secret of their homosexuality to friends, colleagues, bosses, students, etc.) and thus running the risk of losing their job; using teaching materials which ignore the existence of being gay; following a curriculum which reinforces sexism and prejudice.

Furthermore, coming out in a country where sexist culture has not yet been significantly challenged by indigenous gay activists (e.g. an Islamic or heavily Catholic country) is doubly problematic.

Coming out is perhaps the clearest example of what feminists and gay activists mean by the slogan "the personal is political." It is not just a matter of public courage, but depends ultimately on having the private courage to accept one's own sexuality. The traditional invisibility of gay people at work has resulted in part from the sense of isolation ("Am I the only one?") from the discretion which is assured and often encouraged by the gay subculture, and from the hostility and lack of support which is met by those who do come out. This applies generally, but is particularly acute in the case of sensitive areas of employment such as teaching or working with young people. Blacks and women have to confront racism and sexism wherever they go; they cannot pretend to be white or male. Lesbians and gay men can and often do pass as straight —not only to avoid unpleasant confrontations, but because of their own self-hatred: the internalised values of a society which despises, dismisses, condemns, and often punishes homosexuality.

The liberal argument against coming out at work is that sexuality is not so important, that one is employed to do a job, not to impose the problems of one's "private life" on colleagues and, in the case of schools, on students. However, in all the EFL schools where I have worked, it has always been taken for granted by everyone concerned that in my "private life" (and thereby in my public life) I was heterosexual.

It is assumed that the teaching of the English language can be adequately undertaken through the use of stereotypes (people, relationships, situations, etc.) and that this will give a true impression of the cultures which the language reflects and/or is constructed by: that of a white, middle-class, heterosexual culture. Recent concessions, such as token blacks, women in powerful or assertive roles, class variations, regional accents, introduced to avoid accusations of cultural distortion, in no way confront the tensions inherent in British society.

For a gay teacher—the representative of the British language(*sic*) and way of life as far as the students are concerned—it is thus not a question of sexuality and sexual identity being a "private matter," which is inappropriate to the teacher's relationship with the students. S/he is expected to promote in public, both subtly and blatantly, a sexual lifestyle and sexual values which in no way correspond to the reality of her/his life, and which in fact form the basis of her/his own oppression (and self-oppression). The frustrations arising from this constant self-effacement and self-betrayal are obvious.

It is not only the use of heterosexist teaching materials which provoke these frustrations. Very often schools rely on the teacher's personality to keep its students (who are often interested in the "human angle" of the language, i.e. its cultural values) and to fill the cultural gap between the textbook and the student. Teachers are expected to provide students with personal insights into life in Britain and, often enough, to explain their motives for being in the students' country. This aspect of TEFL is frustrating for gay people (who, unless they succeed in coming out, end up either lying, or at least being thoroughly hypocritical).

In this sense, being gay and working in TEFL is not a question of keeping one's life "private" or even of trying to find a "personal" solution to the problem. It is a question of sexual politics.

There is also a need to make straight colleagues aware of these problems and to encourage them to give gay teachers moral and political support. In this respect I hope that heterosexual teachers will not feel that this article is dealing with a subject which does not concern them. Just as it is necessary for male teachers to give active support to feminists in their attempts to combat sexism in EFL, so it is essential for straight teachers to show their solidarity with gays.

Homosexuality not only exists in English-speaking countries, but is flourishing and, from my experience, is certainly alive, if not well, in most EFL schools. The sooner it comes out of the closets and into the classrooms, the better. And sooner or later it will—the experiences, lifestyles, relationships, problems and oppression of something like 10% of English-speaking peoples can't be concealed for much longer. Not even in EFL schools. □

*Editor's Note: After the San Francisco Convention we received a letter from Richard VandeMoortel in which he raised the question of the problems faced by gay teachers and the need for TESOL as an organization to recognize and deal with these issues. We did not print that letter at that time. We hope that the reprinting of this editorial from the November-December 1981 issue of the* EFL Gazette *(No. 28) will bring the needs of gay teacher's to the attention of the TESOL membership in the same manner intended by Mr. VandeMoortel's letter.*

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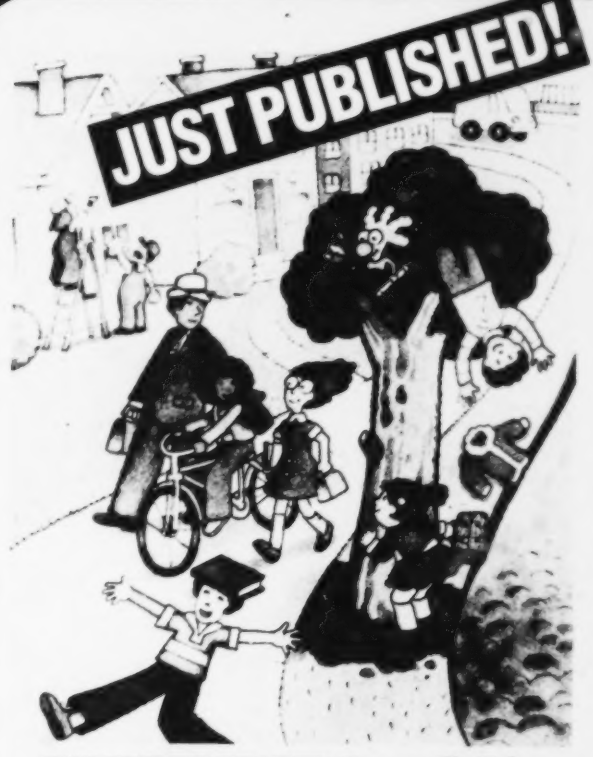
# LANDMARKS IN THE HISTORY OF TESOL

*Continued from page 29*

versal dissemination of the TESOL organization, its philosophy and policies, through the establishment of a network of national affiliates. Concommitant with this is the establishment of the *World Language English Journal* devoted to the international use of English. Given the rising interest in studies dealing with English as an international language (cf. the recent symposium on that subject, presided over by Charles Ferguson, at the VI International Congress of Applied Linguistics in Lund, Sweden (August 11, 1981) the *WLEJ* should enhance the exchange of more objective, practical classroom-based data on the teaching and learning of English as experienced around the world. The journal's policy of resorting to an active, international advisory board will surely help promote more universally accurate perspectives on teaching ESL. □

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**TESOL NEWSLETTER**

**John F. Haskell, Editor**

Contributions are welcome and should be sent to the editor, *TESOL Newsletter*, Department of Linguistics, Northeastern Illinois University, Chicago, Illinois 60625.

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The deadline for the next issue is June 20.

*Advertising* should be solicited through Aaron Berman, TESOL Development and Promotions, Box 14395, San Francisco, CA 94114 (Tel. 415-697-5688).

**TESOL**

**Teachers of English to Speakers of Other Languages**

*An International Professional Organization for those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect*

For membership or change of address write to TESOL, 202 D.C. Transit Bldg., Georgetown University, Washington, D.C. 20057 Tel. (202) 625-4569.

*TESOL Officers are:* President, Darlene Larson, ALI, NYU; First Vice-President, John Haskell, Northeastern Illinois U.; Second Vice-President, Jean Handscombe, North York, Board of Education, Toronto.

*Members of the Executive Committee are:* Jean Bodman, New Jersey; H. Douglas Brown, U. of Illinois; Mark Clarke, U. of Colorado-Denver; John Fanselow, Teachers College, Columbia U.; Holly Jacobs, Altanta, Ga.; Penny Larson, Alemany Comm. Col. Dist., S.F.; Lin Lougheed, USICA; Joan Morley, U. of Michigan; Barry Taylor, U. of Pennsylvania.

Executive Secretary/Treasurer: James E. Alatis, Georgetown U.
Executive Assistant, Carol LeClair

The *TESOL Quarterly* is edited by Jacquelyn Schachter, U. of Hawaii.

TESOL, 202 D.C. Transit Bldg., Georgetown University, Washington, D.C. 20057

TESOL NEWSLETTER
VOL. XVI, NO. 3, JUNE, 1982


Fourth TESOL Summer Institute on the Campus of Northwestern University, on Lake Michigan
June 28-August 6

Director, Elliot Judd

*4th Annual Summer Meeting*
*July 16-17*


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TESOL NEWSLETTER

Vol. XVI No. 4 Teachers of English to Speakers of Other Languages August 1982

# GOING BEYOND CAREER EDUCATION

by Cathy Day
*Eastern Michigan University*

Career education is usually divided into the three phases of awareness, exploration, and preparation. It includes all ages and all levels of education, and is defined by Kenneth Hoyt, director of the Office of Career Education, as follows: "Career education consists of all those activities and experiences through which one learns about work." ("Career Education and the Handicapped Person," in *Career and Vocational Education for the Handicapped,* pg. 19.)

In those schools which have career education programs, the three phases have usually been implemented as follows: awareness of the world of work in the elementary school; exploration in the junior high; and the preparation in the senior high (what we traditionally think of as vocational education). Proponents of career education insist that it serves all ages, but usually graduation from secondary school is the end of any programmatic career education. There is little provision for adults whether through educational assistance in maintaining career competence, changing careers, or moving up within a career path.

Rupert Evans, in the late 1970's, states that "It would be . . . accurate to say that at least 50 percent of high school students are not now prepared for work of any type, and that traditional programs of vocational education which are designed to prepare people for skilled occupations are unlikely to meet this need. Career education programs which emphasize preparation for nonpaid work and preparation which is useful for all types of work . . . offer real promise of meeting some of the

*Continued on page 15*

1981-82 TESOL Executive Committee. Seated left to right: Barry Taylor, Mary Hines, Carol LeClair, Doug Brown. Standing: John Haskell, Jean Bodman, Penny Larson, Darlene Larson, John Fanselow, Joan Morley, and Jim Alatis. Missing: Eugene Briére and Mark Clarke.

# COPING WITH THE MULTI-LEVEL CLASSROOM

## HOW TO MODIFY MATERIALS AND METHODS FOR INDIVIDUALIZATION

by Marc E. Helgesen
*Illinois Department of Corrections*

The usefulness of individualizing ESL instruction is well established in the literature and recognized by nearly every teacher who has tried it. Ganserhoff (1979) pointed out that individualization is a valid approach to any group of students with varied linguistic, social and/or educational backgrounds, and differing learning rates and goals, as well as to any program situation with

*Continued on page 33*

# ADULT ESL: STUDENT-IN-PROGRAM FOCUS

by David Liston
*Smithsonian Institute*

"How can I teach an adult ESL class when the students have such poor attendance? They're never all together at the same time!"

"You're going to have to show how ESL instruction impacts on the program participants, the community, and the local economy if refunding is expected."

Adult ESL open enrollment programs —where students can enter and leave the course at any time—and Reaganomic funding restrictions are challeng-

*Continued on page 23*

# CONVENTION 1982 HAWAII

The following is taken from the report of the Executive Secretary of TESOL, the minutes of the meetings of the Executive Board of TESOL, the Legislative Assembly, and the Advisory Council.

*Editor's Note: Please note that the Minutes of the Executive Board have, to date, not been formally approved.*

**I. Executive Secretary Report**

The Executive Director reported that the 1981 membership of TESOL was 9,850. *Editor's Note: (Indirectly TESOL serves through its affiliates more than 20,000 members.)* Primary membership in Interest Sections was: Teaching English Abroad, 1062; EFL for Foreign Students in English Speaking

1981-82 President, John Fanselow and TESOL Executive Director, Jim Alatis.

Countries, 490; ESL in Elementary Schools, 343; ESL in Secondary Schools, 344; ESL in Higher Education, 1014; ESL in Bilingual Education, 218; ESL in Adult Education, 621; Standard English as a Second Dialect, 38; Applied Linguistics, 379.

Report on Affiliates. Four new affiliates have joined TESOL during and since the 1981 convention, bringing the total of active affiliates to 57. The new ones, in order of affiliation are: TESOL France, PennTESOL-East, Baltimore Area TESOL and Venezuela TESOL. In addition, word has been received that the Scottish Association for the Teaching of English as a Foreign Language has voted to affiliate to TESOL. Their official affiliation papers have not yet been received. An application for affiliate status has been received from Kansas TESOL (this will be brought up before the Executive Board for a vote, since their 'territory' overlaps with that of MidTESOL) and TESOL Korea.

**II. Election Results**

The Executive Director announced that the results of the recent TESOL elections were as follows: for First Vice-President, John Haskell; Second Vice-President, Jean Handscombe; three-year terms on the Executive Board: Lin Lougheed and Holly Jacobs. The Executive Board voted to extend Joan Morley's term for one year to fill the position vacated by Haskell's election. It also approved the appointment of Alice Osman as Editor of the *TESOL Newsletter* beginning with the October, 1982 issue, to replace

Haskell. (Note that the Editor of the *Newsletter*, the Editor of the *Quarterly*, and the Director of Development and Promotion for TESOL are appointed positions, filled by the Executive Board for 3 year terms. They are not members of the Executive Board and report to it in the same way that Standing Committees do. The editorships are volunteer positions, without pay, the Director of Development and Promotions is a part-time paid position. The editor of the *Convention Daily* is also an appointed posi-

Alice Osman, newly appointed *TESOL Newsletter* Editor and Jerry Messec, new *Convention Daily*, Editor.

tion and Jerry Messec will replace Alice Osman as Editor for the Toronto Convention. Note, too, that there is an announcement elsewhere in this issue (see page 21) of a search for a new *Quarterly* editor.

**III. Convention Sites**

The Executive Director reported that the following convention sites have been tentatively selected beyond Toronto for 1983: Houston (1984), New York City (1985), Anaheim (1986), San Antonio (1989) and San Francisco (1990). The Executive Board asked the Executive Director to consider Miami Beach and Chicago for 1987 and 1988, and Atlanta, Cincinnati, Indianapolis, New Orleans, Montreal, Washington, and Louisville as future convention sites.

**IV. Awards and Contracts.**

**A.** TESOL received a grant of $2750 from the Institute of International Education to distribute as travel awards to the Hawaii Convention to students from other countries doing graduate study in TESL in the United States. We have made grants of $250 each (the maximum allowed) to 11 students from the following countries: Argentina, Australia, Brazil (2), Egypt, Iraq, Italy, Japan, Jordan, People's Republic of China, and the United Kingdom. These students are enrolled at the following universities: Southern Illinois, Southern California, Georgetown (2), Texas at Austin, Cornell, Arizona State, Michigan, Delaware (2), and Lewis and Clark College. By way of information, we usually do not receive a large number of applications for IIE awards. Each applicant's name is screened for eligibility by the IIE staff. Once this process has been completed, we are usually left with only as many applicants as there are awards available.

**B.** The Albert H. Marckwardt Memorial Fund. Contributions to this fund between March 1, 1981 and April 20, 1982 totaled $1801.47. Awards were made in the total amount of $1750. The amount of $51.47 added to $0.21 left from 1981 gives us a balance of $51.68 in the fund.

The criteria and procedures for the awards, as requested by the EC, were listed on the notices, as follows: Favorable recommendation by faculty member; Service to the profession and/or the organization; Such things as participation in the work of TESOL affiliates, special interest groups, conventions, teacher training programs, volunteer teaching to immigrants, migrants and refugees, Peace Corps service, etc.; Enthusiasm and commitment manifested for the field; Financial need; Career plans—future classroom teachers favored; Master's degree candidates favored over doctoral candidates; Degree of service to the profession shown by the candidate's institution; Geographical location—preferable to divide the awards among as many institutions and areas as possible.

Procedures: Every application is read thoroughly and given careful ranking by the Executive Assistant in the TESOL Central Office. The Executive Secretary, Dr. James E. Alatis, makes the decisions for awards. His decisions are submitted to the officers of TESOL (President, First and Second Vice President) for approval.

This year applications were received from 28 students. Seven awards of $250 each were made to: Ingrid Aresen, University of California at Davis; Margie S. Berns, University of Illinois at Urbana-Champaign; Marissa A. Chorlian, University of New Hampshire; Shirley Eaton, Temple University; Samuela Eckstut, Teachers College, Columbia University; Karen Martin, University of British Columbia; and Leah

*Continued on next page*

Miller, Southern Illinois University.

C. The eleventh contract with the English Language Branch of the Defense Language Institute at Lackland Air Force Base, Texas was completed during 1981. Under this contract, the following three papers were presented at the DLI ELB: Thomas Buckingham, "Feedback in the ESOL Classroom"; Donna Ilyin, "What Can Be Done to Help the Low Ability Student?"; and Marianne Celce-Murcia, "Interaction and Communication in the ESOL Classroom." We have been asked to submit a proposal for four papers for the coming year.

D. Ruth Crymes Memorial Trust Fund. Since February 1981, when last year's report was written, contributions totaling $10,605 have been received from the following donors:

John Fanselow
Harry A. Whitten
TEXTESOL-II
Penny Larson
Inst. Mexicano Norteamericano de Relaciones Culturales A.C.
Dr. and Mrs. Harumi Tanaka
Joan Morley
H. Douglas Brown
John F. Haskell
Darlene G. Larson
Donald R. H. Byrd
Longman Inc.
Kathy Neidlinger
Mary E. Hines
Shirley W. Braun
Mary J. Riley
Illinois TESOL/BE
TESOL (international)
CATESOL
Helengrace L. Brown

At the end of October 1981 we were thus able to put $15,490 into a 30-month certificate of deposit gaining 15.55% interest, and at present we are holding $1,592.70 in the statement savings account. We expect that the CD will have earned over $1400 in interest by the end of May.

### V. Report on SIG Financing

During the first few years, a grant of $200.00 was made to each SIG; some used it and requested additional funds; some returned the check unused. Then the grant was increased to $400.00 each. As the SIG newsletters developed and expanded, the larger SIGs needed much more than $400.00 to cover their expenses during one year.

Therefore, for the 1981-1982 year, we requested each SIG submit a proposal for funding for the year, on a prepared form, detailing expenses. At the same time, many of the SIGs have had some success in soliciting advertising for their newsletters; the invoicing for the advertising is done directly by the Central Office, and that income helps to offset the SIG expenses.

### VI. Other Activities

A. TESOL co-sponsored three sessions at the ACTFL Convention November 1981 in Denver. One session consisted of abbreviated versions of the Lackland contract papers mentioned above; one session was organized by the Colorado affiliate, and the third session was the traditional clinic. All sessions were chaired by Mark Clarke.

B. Vivian Zamel of MATSOL presented a TESOL-sponsored session at the NCTE convention in Boston in November 1981. Carol LeClair staffed a TESOL booth in the exhibit area.

C. A TESOL-sponsored session at the Northeast Conference in New York City, April 30-May 2, 1981, was organized by Joan Donnelly of NYS ESOL BEA. The theme was "Strategies for Uniting the Language Profession."

D. Speakers to affiliates. TESOL has supported, in full or in part, the following speakers to affiliates during the past year, in addition to the Executive Secretary's participation in affiliate meetings: Janet Fisher to Thailand (from Korea/Japan); Darlene Larson to Intermountain, Kentucky, Rhode Island, Baltimore, and Arizona; John Fanselow to the Midwest Regional, Tennessee, Mexico, Oregon, Ontario, and Rhode Island; Steve Krashen to New Mexico; Penelope Alatis to Connecticut and North Carolina; JoAnn Crandall to Philadelphia; H. Douglas Brown to Spain and Portugal; Vicki Gunther to Arkansas; Mark Clarke to Intermountain and New Mexico; Joan Morley to Philadelphia; Betty Robinett to Wisconsin; and Edward Anthony to Georgia.

Leslie Weisman, Theresa Dyer and Margaret O'Brien staffing the TESOL Membership Desk.

### VII. Central Office

A. The main project was the purchase, installation, and operation of the computer, which includes both data and word processing. The computer hardware is Jacquard; a line printer, used mostly for labels, is Texas Instruments; and a character printer, for word processing, is Nippon Electric. The software package is produced for the Jacquard computer by the vendor firm, SAID Inc. of Falls Church, Va., a special package for association membership management which fits our needs beautifully. The same software package with slightly adapted screens is being used for our placement information service and will be used for convention preregistration beginning with the Toronto convention. From two to four days of training at the SAID headquarters prepared Carol LeClair and Vicki Hamel to handle the operation and train students for input. The data base, supplied on magnetic tape by our former service bureau (subsidiary of our printer Pantagraph Printing, in Illinois), was converted to our system by SAID personnel with almost no pain to TESOL staff or disruption of membership records. Unavoidably there was a time lag caused by this transfer at our busiest membership time, November and December. Diligent work by the membership processing personnel made the backlog disappear by the end of February. Memberships are now processed on a daily/weekly basis, and we are completely into the flexible membership year; all enrollments received during one calendar month become effective the first day of the following month and continue for a full 12 months. It is a great improvement to have the in-house computer; it greatly decreases the time gap between the receipt of a membership application and the completion of its processing.

Jim Alatis and TESOL Administrative Assistant, Carol LeClair.

Staff members are now in the process of transferring manual placement information records to the computer.

The word processing function has been used for form letters, memos, lists, ballots, and other documents. We have not yet exploited its full potential.

B. Library or resource center. The announcement in the TESOL Newsletter brought favorable comment and many requests for lists of books available. We have had several users, both in person and through mail. A need now is to get more recently published books added to our resources.

C. Insurance. We have added on to the multi-peril insurance policy to cover the computer. We are also looking into fidelity insurance to cover the staff.

### VIII. Report of the President

*Editor's Note: The report of President Fanselow stressed the enormous number of presentations and attendance at various professional meetings, especially affiliate meetings. He noted that he had made 18 presentations this past year which added to the eleven made as First VP meant that he had visited 19 affiliates, 7 related (professional) organizations and spoken at three TESOL Conventions. It is particularly important to quote from two sections of his report, "Reflections on the role of the President" and "Some hopes for the future."*

**Reflections on the role of the President.** As I complete my term, I realize what must seem very obvious to almost anyone: the role of the president of TESOL is to a large extent a symbolic or honorary one. One is seen as an official of an organization that in some way represents the organization. Policies in effect are executed by the Executive Secretary and various committee chairs or editors. The day-to-day running of the organization is done by the Central Office.

*Continued on next page*

## CONVENTION REPORT

*Continued from page 3*

I contrast the role of president of TESOL with the role of the president of an affiliate where one is much more involved in day-to-day operations and week-to-week policy because affiliates do not have Executive Secretaries and Central Offices. In active affiliates, the president is in frequent touch with members of the Executive Committee and much more discussion and negotiation takes place. As a president of an affiliate one needs to be familiar with all the details of the organization in order to get things done. But in TESOL things get done because there is a dedicated permanent staff that knows all the details of the organization. The president is already irrelevant to the day-to-day work of TESOL.

I mention these facts because those considering running for the position and those who are elected should I think know that though the office is more time consuming than any affiliate office, and as time consuming as the program chair of a TESOL convention the time is devoted much more to substantive issues of the profession than to organizational issues. The bulk of the time is spent speaking to professionals about substantive issues in the profession. While I have made suggestions about affiliate affairs in my visits and while I have been involved with TESOL policies, these matters are tangential to the substantive presentations one makes to literally thousands at plenary sessions and workshops at professional meetings. In short, one's experience and knowledge of the field I have found to be much more sought after than my knowledge of organizational matters.

Those who consider the position should also know that it consumes around the equivalent of at least two months per year of full-time work. Even with jet travel, there are few meetings one can attend that do not take a minimum of 3 days, not including preparation for the trips—including planning presentations and making travel arrangements and getting dates and times coordinated. Finally, all need to be reminded that though as president one meets a great many people, speaks to hundreds, and is hardly ever alone, the job is lonely because one is an outsider, a stranger almost, wherever one goes.

**Some hopes for the future.** While I found affiliate meetings vibrant on the whole, I see potential for so much more to be done. For example, while some affiliates have permanent mailing addresses, frequent executive group meetings and professional meetings, others do not. There is still no degree program in TESOL in many areas, much less certification or recognition. We are still not known in many areas and some of the people in the field are perhaps less aggressive than we need to be to get development in some areas.

I see no way that we can do much more than we are doing with our present organization and staffing. Nor do I think there is another organization that does so much as we do, even those with much larger central offices and a full-time executive. But if we had a person charged with working with affiliates on organizational concerns consistently over time, I think there is a strong possibility that the affiliates could be even more vibrant. First vice presidents work with affiliates, but they cannot sustain this work since the term of office is only one year. The planning of organizational workshops at conventions, summer meetings or the Summer Institutes is hard to get underway because the first concerns of most of us are the substantive ones of the field. Obviously the field is strengthened most by the quality of the work related to TESOL as a discipline. But no matter how much we police our profession so that the quality of teaching is improved, we need sustained organizational development done by someone who knows the field but who gets pleasure and reward from working on organizational rather than substantive issues, who prefers management and organization to research and reading in the substantive areas of our profession."

1982-83 Nominating Committee. From left to right: Lyle Bachman, U. of Illinois; Nancy Dunetz, NYC Public Schools; Kay Robinson, Sadae Iwataki, Los Angeles Public Schools; and Marsha Santelli, Chair, Chicago Public School.

### IX. First VP's Report

The First Vice President, Darlene Larson reported that she had made presentations at or otherwise attended some 15 professional meetings in the past year as 1st VP. Among the many professional undertakings that Larson reported on the primary one has been her work with the Joint National Committee for Languages and its work with language related Federal legislation. In connection with these issues she has worked closely with the Committee on Sociopolitical concerns which she formerly chaired, in furthering the work of that committee and its Hermes Courier efforts at disseminating information and getting action taken by members of TESOL in responding to critical issues.

1982-83 TESOL President, Darlene Larson and Jeanette Macero, chair of Sociopolitical Concerns Committee.

### X. Nominating Committee

President Fanselow announced at the Executive Board meeting that as a result of the mail ballot sent out to the EB members, Marsha Santelli had been chosen as the Chair of the Nominating Committee for 1982-3. The Legislative Assembly additionally elected Lyle Bachman of the University of Illinois, nominated by the Applied Linguistics SIG; Nancy Dunetz of the New York City schools, nominated by the Elementary School SIG, Sadae Iwataki of the Los Angeles Unified School District Adult Program, nominated by the Adult Education SIG; and Kay Robinson of the Ontario Ministry of Citizenship and Culture, nominated by the Affiliate Forum, to the Nominating Committee.

Note that future members of the Nominating Committee will be elected from slates prepared by the Affiliate Council and the Section (formerly SIG) Council, giving each council two members on the Committee.

An ad hoc committee headed by Lyn Savage, last year's Nominating Committee Chair, was set up by Fanselow to develop a set of guidelines for future Committees. These guidelines were written by the committee (made up of former Committee chairs) during the convention, presented to the EB at its final meeting and approved.

### XI. Summer Institute Report

A report was made by Elliot Judd on the 1982 Summer Institute sponsored by Northeastern Illinois University, the University of Illinois at Chicago and Northwestern University. This was followed by a report of the progress of the 1983 Summer Institute which will be held in Toronto. The Executive Board also approved Oregon State University's proposal for the 1984 Summer Institute to be held there.

The Executive Board approved a set of guidelines for future Summer Institute proposals written by Judd and Linda Schinke. These guidelines will be sent to any interested institutions upon request to the Central Office. It should be noted that any institutions interested in holding a future

*Continued on next page*

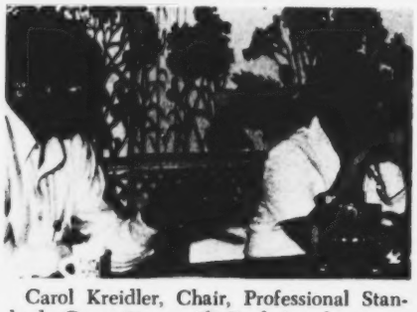
1982 Summer Institute Table at Hawaii: Maryann Geissal; Elliot Judd, Director; Bob Illwitzer.

Aaron Berman, TESOL Development and Promotions and Penny Larson.

Summer Institute should be ready to send in prosposals well ahead of any proposed date. The Executive Board will be considering proposals for Institutes after 1984 at their Fall (Oct. 15-17) Meeting this year.

**XII. Professional Standards Committee Report**

The ad hoc committee on Employment Concerns, chaired by Carol Kriedler who is also the chair of the Professional Standards Committee, will be subsumed under that committee with the mandate from the Executive Board to concern itself immediately with the establishment of criteria and a mechanism for the accreditation of ESL programs beginning with those dealing with adults (ie., adult education, higher education, and commercial programs). This will include training and certification of teaching faculty and administration, employment conditions and quality of program.



Carol Kreidler, Chair, Professional Standards Committee, with Paul Angelus.

**XIII. Development and Promotion Report**

Aaron Berman the Director of TESOL Development and Promotions reported that there was an increase in the amount of monies received from advertising (in the *Newsletter*, the *Quarterly*, and the *Convention* and *Summer Meeting Programs*), and from exhibits at the Convention and the Summer Meeting. He discussed the non-profit promotions such as exchange advertising with other professional organization's publications and the distribution of TESOL materials (through the Display Kit) at various affiliate and other professional meetings. Berman suggested that since his work actually took up most of his time, working on publications and conventions, his position be upgraded from a ¼-time position to a full-time position. The Executive Board will take this under consideration at the fall meeting after further discussion and the presentation of information by Dr. Alatis and Mr. Berman.

**XIV. Report of the Sociopolitical Concerns Committee**

Jeanette Macero, the Committee Chair, and Dave Edwards, the CLTIS/JNCL lobbyist in Washington, were present to discuss current legislation and the prospects for ESL, Bilingual, and Language Education in general. Macero urged that people send her copies of their letters to legislators or public officials so that the committee could know what was being done.

**XV. Convention Taping**

The Second Vice President, Mark Clarke, reported that sessions were being taped at the Hawaii convention. Jackie Tanner, the Director of Language Learning Technology at Georgetown University, was in charge of the videopating which was contracted through Crown Duplicating in Honolulu. Only those who agreed were taped and Crown Duplicating bore the costs of the audio taping. TESOL will receive the royalties from the sales after costs are recovered. Cassettes of the various presentations will be available for six months. There is a brochure and request form in the center section of the August issue of the Newsletter.

Mark Clarke, 1981-82 Second Vice President and Hawaii Program Chair with Jean Handscombe, 1982-83 Second Vice President and Assoc. Chair of the Hawaii Convention.

**XVI. Constitutional Revision Implementation**

At the Legislative Assembly Fanselow gave an introduction by way of a brief summary of the four principle changes which were under consideration: 1) The replacement of 9 Special Interest Groups with an open-ended number of Interest Sections. 2) The replacement of one Advisory Council (composed of delegates from affiliates and SIGs) by a Section Council and an Affiliate Council. 3) The enlargement of the Executive Council from 12 to 15 members, with direct nomination of candidates by Section and Affiliate Councils. 4) Change in function and makeup of the Publications Committee. After a good bit of discussion it was moved and passed that the revisions, as outlined by the Executive Board, become part of the Constitution of TESOL.

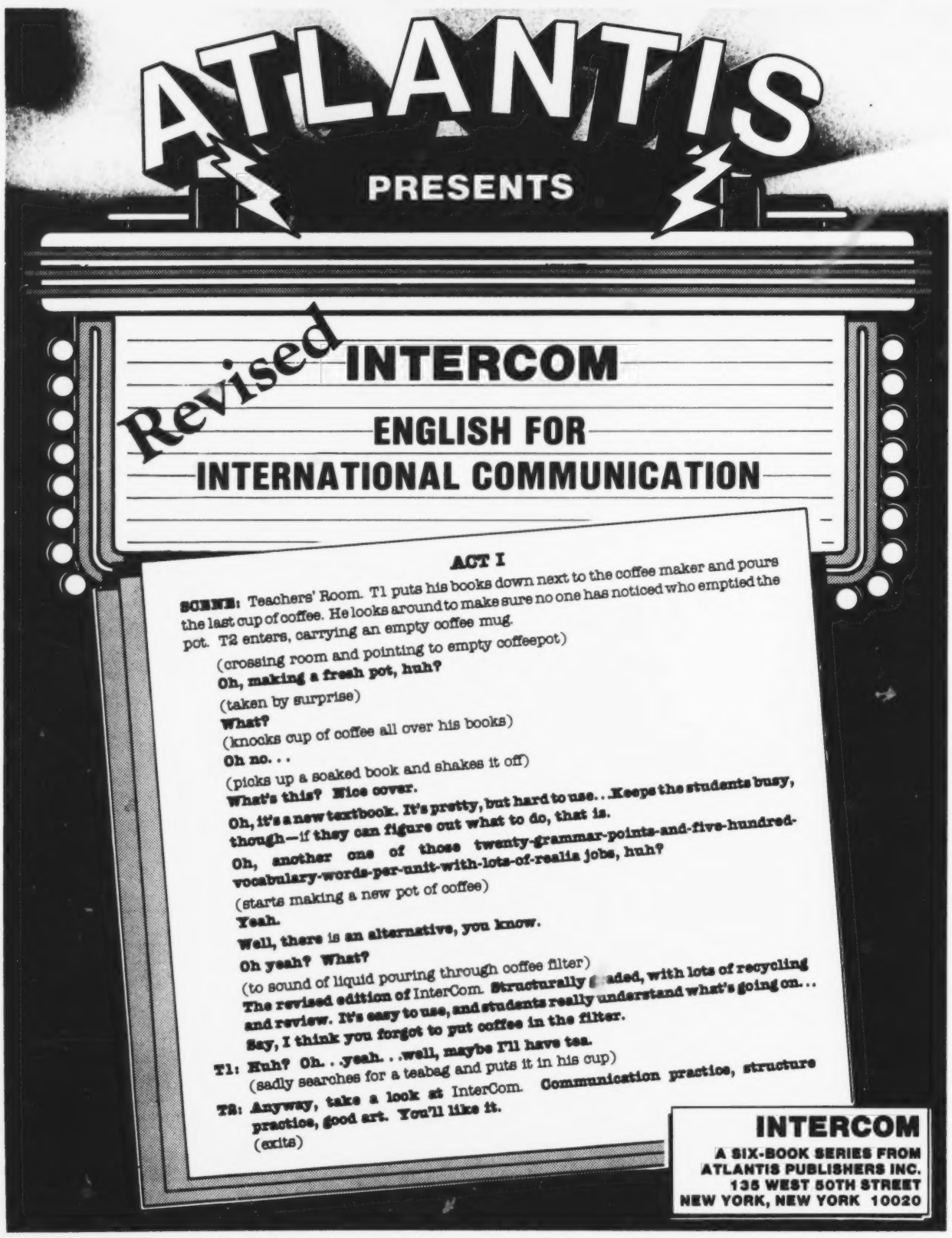
Doug Brown, Chair of the Constitution Revision Committee and the new Chair of the Publications Committee, with Phil Roth.

It should be noted that this resulted in the following actions by the Executive Committee: (a) That affiliates, now sending one delegate each to the Affiliate Council, and Sections, be notified that as of the Toronto convention they will select nominees to slates for the Nominating Committee and the Executive Board. (b) H. Douglas Brown was appointed by President Darlene Larson as Chair of the new Publications Comittee. The other members will be determined by the Chair and the President (Larson). (c) The ad hoc committee on Employment will be subsumed into the Professional Standards Committee and the Rules Committee will become the Rules and Resolutions committee. The Executive Committee becomes the Executive Board and the Executive Secretary-Treasurer becomes the Executive Director. (d) The Research Committee will become a Section. (e) The Task Force on Refugee Concerns will also become a section. (f) The election of at-large members and Officers for 1983-84 will continue as usual for this year and change to the revised method as of the Toronto Convention when the Affiliate and Section Councils meet for the first time.

**XVII. President Larson**

President Larson reappointed the Chairs of the following Standing Committees: Morley, Rules and Resolutions; Kreidler, Professional Standards; Macero, Sociopolitical Concerns.

*Continued on page 7*


ATLANTIS
PRESENTS
Revised INTERCOM
ENGLISH FOR
INTERNATIONAL COMMUNICATION
ACT I
SCENE: Teachers' Room. T1 puts his books down next to the coffee maker and pours the last cup of coffee. He looks around to make sure no one has noticed who emptied the pot. T2 enters, carrying an empty coffee mug.
(crossing room and pointing to empty coffeepot)
Oh, making a fresh pot, huh?
(taken by surprise)
What?
(knocks cup of coffee all over his books)
Oh no. . .
(picks up a soaked book and shakes it off)
What's this? Nice cover.
Oh, it's a new textbook. It's pretty, but hard to use. . .Keeps the students busy, though—if they can figure out what to do, that is.
Oh, another one of those twenty-grammar-points-and-five-hundred-vocabulary-words-per-unit-with-lots-of-realia jobs, huh?
(starts making a new pot of coffee)
Yeah.
Well, there is an alternative, you know.
Oh yeah? What?
(to sound of liquid pouring through coffee filter)
The revised edition of InterCom. Structurally graded, with lots of recycling and review. It's easy to use, and students really understand what's going on. . .
Say, I think you forgot to put coffee in the filter.
T1: Huh? Oh. . .yeah. . .well, maybe I'll have tea.
(sadly searches for a teabag and puts it in his cup)
T2: Anyway, take a look at InterCom. Communication practice, structure practice, good art. You'll like it.
(exits)
INTERCOM
A SIX-BOOK SERIES FROM
ATLANTIS PUBLISHERS INC.
135 WEST 50TH STREET
NEW YORK, NEW YORK 10020

## CONVENTION REPORT

*Continued from page 5*

It was determined that the Midyear Meeting of the Executive Board would be on October 15-17 so that the Publications Committee would have time to make a call and receive applications for the *Quarterly* Editorship.

Special thanks were voted to Doug Brown for his work on the Constitution Revision, Haskell for his work on the Newsletter, John Fanselow for his job as President, Mary Hines for her work as Second Vice-President and Eugene Briere for his work as an At-large member of the Executive Board the last three years.

From left to right: Barry Taylor, Jean Bodman, and Joan Morley, Chair of the Rules and Resolutions Committee.

1980-81 Second Vice-President, Mary Hines and Henry Widdowson.

### XVIII. Advisory Council

At the Advisory Council, chaired by the 1st Vice-President, Darlene Larson, the first order of business was the election of a slate of six candidates to run for the Executive Board for 1983-86. Nominees for the ballot were Janet Constantinides, JoAnn Crandall, Ian Gertsbain, Carolyn Gilboa, Lynn Henrichsen, Carolyn Kessler, Harold Madsen, Richard Orem, Adelaide Parsons, Phillip Roth, Jan Smith, Agnes Werner, Penny Alatis. The six persons who were selected by the Advisory Council were: Penelope M. Alatis, of the Francis Hammond Junior High School, Alexandria Virginia, nominated by the Secondary Education SIG; Janet Constantinides of the University of Wyoming, Laramie, nominated by the ESL in Higher Education SIG; JoAnn Crandall of the Center for Applied Linguistics, Washington DC, nominated by the Washington DC Area TESOL Affiliate; Ian Gertsbain, of George Brown College, Toronto, Ontario, nominated by the TESL Association of Ontario; Richard Orem of Northern Illinois University, DeKalb, nominated by Illinois TESOL; and Phillip Roth, Indiana State Department of Education nominated by the ESL in Elementary Schools SIG.

There was discussion of a resolution on Bilingual Education which was approved by the Council and presented to the Legislative Assembly for a vote. Mary Finocchiaro, representing TESOL Italy, questioned the appropriateness of the *TESOL Quarterly* for the affiliates overseas and said that something had to be done to address the interests of the classroom teacher. Discussion of this problem and a possible additional publication ensued and Larson assured the delegates that this would be a prime consideration of the new Publications Committee and the Executive Board.

### XIX. Resolutions

In addition to the passage of the revision of the Constitution and the selection of members of the Nominating Committee reported above, the Legislative Assembly also passed a number of resolutions, in particular to the Convention Chair and Associate of the Hawaii Convention, Mark Clarke and Jean Handscombe; the Local Committee, particularly giving thanks to Bonnie Davis, Bob Gibson and the Hawaii Council of Teachers of English; John Haskell for his work as Newsletter Editor and Doug Brown for his efforts as President for nearly two years and his work on the the revision of the Constitution; and, as mentioned above, the resolution of the Advisory council on Senate Bills 2002 and 2412:

WHEREAS, Senate Bill 2002, sponsored by Senators Huddleston (D-KY) and Abdnor (R-SD), proposes to change the intent of the Bilingual Education Act (Title VII, ESEA) in three ways:

1. by eliminating the provision that the student's native language be used in instruction,
2. by precluding the participation of LEP students who have some oral proficiency but little or no skills in reading and writing English,
3. by requiring that students be exited from Title VII funded programs within one year; and

WHEREAS, Senate Bill 2412, sponsored by Senator Hayakawa (R-CA), proposes to reduce the impact and effectiveness of Title VII programs in four ways:

1. by reducing the FY '83 appropriations for bilingual education by 30% from FY '82,
2. by requiring a severely cut Title VII to fund additional activities not previously funded under it, such as research into nonbilingual approaches, and instructional programs involving nonbilingual options, thereby effectively reducing the monies available for bilingual programs,
3. by eliminating the requirement that bilingual teachers be proficient in the non-English language used as the medium of instruction,
4. by establishing arbitrary funding priorities based on educationally unsound criteria of need, and

WHEREAS, the consequence of the passage of either of these two bills would be to violate the intent of Congress in creating the Bilingual Education Act and to seriously hinder the future implementation of educational programs that have proved successful,

THEREFORE BE IT RESOLVED THAT TESOL,

1. express its opposition to Senate Bill 2002 and Senate Bill 2412 by sending letters of concern to the sponsors of the bills and all members of the appropriate Senate committees and subcommittees,
2. establish an ad hoc committee to study the two bills and propose appropriate alternatives where necessary, and
3. submit written testimony to Senator Robert Stafford's Subcommittee on Education, Arts and Humanities before the record closes on May 14, 1982. Such testimony shall include the recommended alternatives provided by the ad hoc committee.

*This resolution originated at the Business Meeting of the TESOL Special Interest Group for ESL in Bilingual Education, Guadalupe Hamersma, Chairperson, and is cosponsored by the Special Interest Groups for ESL in Secondary Schools and ESL in Elementary Schools. It is supported by the TESOL Affiliates in the following places: Arizona, Arkansas, Baltimore Area, California, Colorado, Connecticut, France, Georgia, Hawaii, Illinois, Indiana, Italy, Mid-America, Minnesota, New Jersey, New York State, Ohio, Oregon, Pennsylvania-East, Puerto Rico, Rhode Island, Tennessee, Texas, and Washington DC Area, as well as the Special Interest Groups for ESL in Adult Education, ESL in Higher Education, and Applied Linguistics. It was adopted by the Legislative Assembly of TESOL on May 4, 1982, meeting in Honolulu, Hawaii.* □

# JOB OPENINGS

**Taipei, Taiwan.** Lendo Teaching Lab. & JJ ELS English Institute, ESL Director: MA in TESOL & two year teaching experience. Send resume, passport size photo & recommendation letters to Dr. Steve Hu, Lendo-JJ ELS office, Century Research Bldg., 16935 South Vermont Avenue, Gardena, Calif. 90247; copies to James Steed, Lendo-JJ ELS Institute, P.O. Box 8-64, Taipei, Taiwan. Positions available in August, September, October. □

**University of Chiapas.** Full-time position in TEFL available at the University of Chiapas, Mexico for February, 1983. Minimum two-year teaching experience. Knowledge of Spanish language preferred. M.A. not required, but preferred. Send letter of application, resume, and three letters of recommendation to: Annabella Munoa, Depto. de Lenguas, Universidad Autonoma de Chiapas, 2a Pet. Sur #118, 20 Piso, Tuxtla Gutierrez, Chiapas, Mexico. □

**Saudi Arabia.** Teach Technical English in Taif. MATEFL degree in Linguistics/Education preferred. Bachelor's degree with ESL/EFL certification required. Overseas experience required. Salary $24,000-$25,000 plus bachelor housing, transportation, per diem, and service award. Benefits include health and life insurance, retirement, unemployment, and workman's compensation. Send resume, transcripts, and three letters of reference to Adelaide Parsons, Ohio University, 201B Gordy Hall, Athens, Ohio 45701 (614) 594-5634. □

**University of Hawaii at Manoa.** The Department of English as a Second Language, invites applications for an assistant professor tenure-track, to begin either January 1983 or August 1983 from individuals with strong interest in English syntax and phonology. We encourage applications from individuals with a demonstrated capacity for research in ESL and quality teaching. *Minimum qualifications:* Ph.D. or its equivalent in an appropriate field; ESOL teaching; active research interests. *Desirable qualifications:* ESOL experience in Asia or the Pacific Basin; experience in ESL graduate programs. *Duties:* Teach graduate and undergraduate courses in English syntax and phonology, other areas of ESL, and in the departments' English Language Institute; supervise graduate research. Salary range of July 1, 1982: $16,872-$25,296. Send curriculum vitae, letters of reference, publications and supporting documents to: Richard R. Day, Chairman, Department of English as a Second Language, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, Hawaii 96822. Applicants should indicate position number on the letter of application. Deadline for receipt of all material: November 1, 1982. □

**University of Hawaii at Manoa.** The Department of English as a Second Language, invites applications for an associate or full professorship, tenure-track, to begin Fall 1983 from established members of the ESL profession with strong instructional interests in English grammar and TESL methodology. We seek to fill this position with an individual with an established reputation for excellence in research in ESL/applied linguistics and a quality teaching record. *Minimum qualifications:* Ph.D. or equivalent in an appropriate field; ESOL teaching; experience in an ESL graduate program; scholarly publication record. *Desirable qualifications:* ESL experience in Asia or the Pacific Basin. *Duties:* teach graduate and undergraduate courses in English grammar, TESL methodology, and other areas of ESL; supervise graduate research. Salary range as of July 1, 1982: Associate—$21,300-$32,400; Full—$27,120-$41,736. Send curriculum vitae, letters of reference, publications, and other supporting documents to: Richard R. Day, Chairman, Department of English as a Second Language, University of Hawaii at Manoa, 1890 Esat-West Road, Honolulu, Hawaii 96822. Applicants should indicate position number on the letter of application. Deadline for receipt of all materials: November 1, 1982. □

**University of Hawaii at Manoa.** The Department of English as a Second Language, anticipates two (2) full-time visting/temporary positions for the academic year 1983-84, pending availability. *Minimum qualifications:* Ph.D. or equivalent in an appropriate field; ESOL teaching; experience teaching in an ESL graduate program, active research interest. *Duties:* To teach graduate and undergraduate courses in ESL (e.g., methodology, language acquisition, reading, bilin-

*Continued on page 14*


## ASSISTANT DEAN FOR GRADUATE STUDIES SCHOOL OF LANGUAGES AND LINGUISTICS GEORGETOWN UNIVERSITY

Applications are invited for the above position available for 1982-83. Qualifications include:

Ph.D. in Linguistics, preferably applied linguistics, second language acquisition, and international bicultural/bilingual education; teaching experience at the graduate level; broad background and familiarity with the administration of graduate programs; ability to work closely with faculty and students; knowledge of the operation of the federal government, particularly concerning the availability and awarding of federal grants; experience and skill in written and oral communication, grantsmanship, general administrative duties, and committee work; access to a broad network of professionals in the language and linguistics field; outgoing personality; self-assured, self-motivated person with initiative.

Applications must be received by September 17, 1982.

Send resume and names of three references to:

**Dr. Jose M. Hernandez**
**School of Languages and Linguistics**
**Georgetown University**
**37th and O Streets, N.W.**
**Washington, D.C. 20057**

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## PROGRAMS IN

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Each of the five levels of the program involves 20 hours of class and 5 hours of laboratory per week. And each requires one full semester (15 weeks) of instruction and practice. Students are expected to devote full academic time to English studies.

Currently, USF's ESL program is training ground for over 200 international students representing some 33 different countries. All ESL courses and laboratories are conducted through the English Language Center, located at USF's Tampa campus.

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Culturally and intellectually diverse, USF offers its 25,000 students a selection of 85 undergraduate, 65 master's and 11 doctoral programs, including one leading to a Doctor of Medicine degree.

Located on Florida's warm and beautiful Gulf Coast, USF's lush, sprawling, 1700 acre Tampa campus affords a relaxed intellectual atmosphere in close proximity to Tampa's bustling industrial, agricultural and transportation communities.

The Ringling Museum and Asolo Theatre, close to the Sarasota campus, are typical of cultural opportunities abounding in the area. And as home of the National Football League Buccaneers and National Soccer League Rowdies, the Tampa Bay area has become a dynamic sports center.

With major theme parks such as Disney World, Busch Gardens and Sea World in its back yard, the University of South Florida can now boast of the best in academic, cultural, sports and recreational attractions.

### TESL

TEACHING ENGLISH AS A SECOND LANGUAGE is a program leading to the Master of Arts degree in Linguistics. Two semesters of Methodology keynote a curriculum featuring courses in Phonology, Syntax, Sociolinguistics, Language Acquisition, History of Linguistic Thought, Contrastive Analysis and Selected Topics in Intercultural Issues in the ESL Classroon, providing a solid base for training teachers in linguistic principles related to TESL.

The degree requires a total of 39 credits (semester hours), 6 of which are acquired through a two-term internship normally supervised by the English Language Center at the University of South Florida's Tampa campus.

In addition, USF offers a TESL Certificate Program designed for people havhaving an M.A. in a related field or for in-service teachers in Bilingual programs or intensive English programs.

*FOR FURTHER INFORMATION ON TESL, ESL AND USF CONTACT: Carol Cargill-Power, Ph.D., Director; English Language Center and Graduate Program in Applied Linguistics; College of Arts and Letters; University of South Florida; Tampa, Florida 33620. Telephone (813) 974-2769.*

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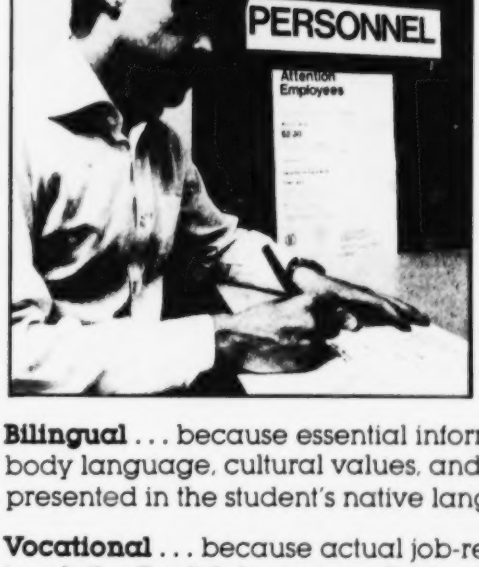


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# AFFILIATE/SECTION NEWS

## JALT COLLEGE READING MATERIALS RESEARCH PROJECT

A group of JALT (Japan Association of Language Teachers) members received two research grants in 1980 and 1981 to develop materials for first and second year college students. Our goals are to develop materials that will: 1) give students information about the United States of America, 2) interest students in reading English, 3) expose students to a variety of literary forms, and 4) help students improve their reading skills.

We have done preliminary research with several hundred students, using JALT English Reading Test: Forms A and C, and later tested several hundred more students using Forms E and F. We have presented parts of the results and tests at various conferences, including JACET, JALT, and JELES, in 1980 and 1981.

We have written and/or selected material. We have also been fortunate enough to receive material from overseas. We have printed our second experimental edition of the material, entitled *An American Sampler*, Vol. 1, 2, and 3 (25.7 × 18.2 cm, × + 152-160 pp. each), and we would be happy to share it with people who are interested in material development for the cost and postage. Please send $12 check payable to Kenji Kitao (add $8 for air mail) for Vol. 2 and 3 (Vol. 1 has been sold out, but will be available from Addison Wesley Publishing Co. after October, 1982) to: Dr. Kenji Kitao, Department of English, Doshisha University, Kamigyo-ku, Kyoto 602 Japan. □

## 100 ATTEND SECOND TEXTESOL V CONFERENCE

Approximately 100 people attended the second TEXTESOL V Spring Conference held on April 3 at the University of Texas at Arlington. Don Whitmore presided over the conference, whose theme was "How We TESOL—Our Craft." A panel discussion on successful techniques for teaching communication skills was moderated by Steve Lund, Program Chairman. Panel members were Dennis Cone, Irwin Feigenbaum, Dam Trung Phap and Joan Piper. Asian Languages and Culture, Total Physical Response, Listening Links and Tasks, and Typing for ESL Students were among the seventeen papers offered at the conference. In addition, seven publishers were represented. □

Thanks to Caroline McMichael, TEXTESOL V

## ILLINOIS TESOL/BE

In November, 1981, Illinois TESOL/BE began an intensive campaign to recruit new members, to re-enroll former members, and to encourage current members to renew. All persons contacted were sent a cover letter encouraging their participation in Illinois TESOL/BE, the major state organization concerned with the educational needs of limited-English-proficient students and with the professional concerns of the educators who serve them. Enclosed with this letter was literature describing our organization, who and how it serves; a membership application; and an announcement of our state convention.

Among the persons contacted were all Illinois residents who were members of International TESOL but not members of our state affiliate, former members from 1979 and/or 1980 who did not renew for 1981, and all 1981 members. An attempt was made to contact all the following as well: Illinois institutions of higher education, ESL and/or BE teacher-training programs, refugee assistance organizations, migrant programs, community colleges, vocational education programs serving LEP students, adult education programs with an ESL component, Chicago public schools with ESL and/or BE programs, Chicago Archdiocesan schools with ESL and/or BE programs, BE programs outside Chicago.

It is felt that the membership drive has been quite successful. As of this writing our membership is 641. Of that number 260 are new members, 58 are former members who have re-joined, and 329 are renewals.

Many members indicated an interest in committee work. During the summer, these people will be contacted by the 1982-83 committee chairs.

Of the members who indicated their level of work, the results are as follows: 17 Preschool, 140 Elementary, 77 Secondary, 131 College or University, 202 Adult Education, 41 Administration, 4 Publishing.

Over 700 Illinois TESOL/BE members and colleagues gathered at the Americana Congress Hotel in Chicago, February 26 & 27, to attend the Tenth Annual State Convention of Illinois TESOL/BE. This convention was a successful and appropriate capping of our first decade.

As befitted its theme—"Directions for Our Next Decade"—the first plenary session on Friday was a discussion of perhaps the newest direction in the profession—notional/functional theory. Carlos Yorio, associate professor of linguistics at the University of Toronto, entitled his address "Notional/Functional Syllabuses: The State of the Revolution" and in a well-thought-out and professionally delivered speech, he stressed the need to look objectively and dispassionately at notional/functionalism.

This first plenary session was followed by seventeen concurrent sessions on a number of topics reflecting the variety of interests within the organization. Among the mornings's choices were sessions for adult educators, teachers in elementary and secondary programs, instructors in university intensive programs, and theorists of applied linguistics.

A change of pace was afforded in the afternoon plenary session when Chloe White gave a personal reminiscence of her development as a professional in adult ESL—a development that in many ways paralleled the growth of adult education ESL across the state.

Eleven more concurrent sessions, a chance to explore the publishers' exhibits, and SIG and regional chapter meetings completed the afternoon's formal program. During the SIG sessions, two new special interest groups were formally formed—the Elementary SIG and the Secondary School SIG—while applied linguists and university professionals held informal rap sessions.

The day's activities were concluded with a social hour—with drinks, hors-d'oeuvres, and entertainment. Many convention-goers stayed around to socialize before either leaving for the night or regrouping for dinner.

Saturday morning began with a new feature—a continental breakfast to meet informally with the presenters. Those who attended appreciated not only the chance to talk but also the coffee and rolls to accompany the start of the third plenary session. In that session, Ramon Santiago, president of NABE and past president of LOS BESL (the Pennsylvania affiliate of TESOL), used his unique position within both ESL and bilingual education to stress the need for all groups interested in second language issues and the limited-English-proficient student to unite and work in harmony.

Before the Saturday morning concurrent sessions began, time was allotted for viewing the publishers' exhibits. Twenty-six publishers contributed to making this exhibit well worth the time to browse.

Following eleven concurrent sessions, a luncheon and fourth plenary session were held. Over 200 attended the luncheon and heard John Haskell, immediate past president of Illinois TESOL/BE, speak on three kinds of miscommunication—between teacher and student, between teacher and professional colleagues, and between teachers and the world at large.

Two hours of additional sessions filled out the convention program and then all too soon it was time to check out, fill out an evaluation sheet, and say good-bye. If the harmony and fellowship of this convention can be carried over into our next decade, then Illinois TESOL/BE and its members can look forward to that continuous professional growth that is always the outcome of such a gathering. □

## CATESOL CONFERENCE

CATESOL President Tippy Schwabe introducing Charles Blatchford, a keynote speaker at the Spring Conference in Sacramento.

## PRE-TESOL '83 CONFERENCE AND RESEARCH COLLOQUIUM LANGUAGE TESTING

The University of Ottawa Centre for Second Language Learning and the Carleton University Centre for Applied Language Studies are planning a Conference and Research Colloquium on Language Testing to

*Continued on next page*

## AFFILIATE/SECTION NEWS

*Continued from page 13*

be held at the University of Ottawa during the 3 days (March 12-14, Saturday-Monday) preceding the 1983 TESOL meetings in Toronto. The 2-day *Conference*, open to second language educators and testing specialists both from the local area and en route to TESOL, will offer plenary addresses, workshops, and papers centering around the theme of **second language performance testing of adult learners.** Particular attention will be paid to testing situations related to university studies, the work place and survival needs of new immigrants. Presentations will be in either English or French, with some simultaneous translation services available for plenary addresses.

In conjunction with the *Conference*, the two universities will host the 1983 *Language Testing Research Colloquium*. This Colloquium is held annually either before or during the TESOL Conference, and brings together active researchers in second language testing who meet to present and discuss their current work. A limited number of observers may attend the Colloquium. Those Colloquium research presentations which are related to adult second language performance testing will be scheduled on Sunday so that *Conference* participants can attend. Some Colloquium participants may also be involved in plenary and workshop presentations, and others may wish to attend these activities. The Colloquium will continue through most of the day Monday. The language of the Colloquium will be English.

Charter bus transport to Toronto will be arranged for Monday afternoon and evening for persons wishing to attend the TESOL meetings.

Further details on the *Conference* and *Colloquium* program, as well as accomodation, registration fees (minimal) and social activities will be available in the near future. In the meantime, proposals and suggestions are invited regarding plenary sessions by invited speakers, workshops (1½ hours sessions), and research papers (45 minutes) reporting the experimental results of *completed* studies. This is a preliminary survey only; follow-up abstracts will be required in the early fall.

Proposals and requests for information should be addressed to: The Organizing Committee, Testing Conference/Colloquium, Centre for Second Language Learning, University of Ottawa. 600 King Edward, Ottawa, Ontario K1N 6N5 Canada. □

## JOB OPENINGS

*Continued from page 8*

gual education). *Salary:* Rank and salary dependent upon qualifications and experience. Send letter of application, curriculum vitae, letters of reference to: Richard R. Day, Chairman, Department of English as a Second Language, 1890 East-West Road, Honolulu, Hawaii 96822. Deadline for receipt of all materials: November 15, 1982. □

**Eastern Michigan University** anticipates an opening for an English Language Trainer with the Basic Education Development Project in the Yemen Arab Republic beginning January 1983. This person's primary function is to assist in the program of English as a second language instruction for project participants. The trainer will be expected to acquire and develop instructional materials as required for the improvement of participants' language skills, teach classes, organize and conduct language maintenance workshop for returning participants, and work in close cooperation with project staff so as to make English instruction an integral part of the training program. Qualifications: An advanced degree in English language training and experience in teaching English as a second language. The assignment is for two years minimum in Sana'a, Yemen Arab Republic. Since this is a technical assistance project of the U.S. Agency for International Development under a contract with Eastern Michigan University, benefits and logistical support are supplied in accordance with the University's regulations and with the Regulation and General Provisions established by USAID. Applicants should apply to Chairperson, ESL Search Committee—Yemen, Eastern Michigan University, Personnel Office, 112 Welch Hall, Ypsilanti, MI 48197. Deadline for receipt of applications is August 31, 1982. □


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## CAREER EDUCATION

*Continued from page 1*

needs of this 50 percent." Remember that he was talking about English speaking students—not the LEP (Limited English Proficient) students we work with. ("Career Education and Vocational Education," in *Career and Vocational Education for the Handicapped*, pg. 11.)

Students need to receive first-hand knowledge of actual industry and employment situations. It is vitally important to provide our LEP students with opportunities to observe, meet, and interact with people on the job. At the exploration level, students should have the opportunities to undertake short term job observations in certain businesses, or to "shadow" a person in a selected occupation for a brief period of time. At the preparation level, LEP students should have opportunities to work part-time in either paid or unpaid experiences. Recent studies have shown that actual work experience is more effective in the success of vocational education students' post training employment than the number of years in actual vocational training.

Traditionally, at the elementary level, students should develop a broad awareness of careers and an awareness of themselves in relation to potential career choices. Thus career awareness learning activities for LEP students should aid them in becoming aware of various careers, creating positive attitudes toward work, and building positive attitudes about themselves and others in the world of work. They should also have opportunities at the awareness level to identify different types of work and to strengthen attitudes toward work and positive work habits. Since LEP youth often have primary contact with LEP adults fixed in unskilled, entry level occupations due to lack of proficiency in English, it is even more important to emphasize the wide range of career choices that are possible for a trained, language proficient bilingual student. The upward mobility of career paths must also be emphasized. Furthermore, the first culture attitudes towards work may be different from what is acceptable in this country. The teacher needs to help the student understand and work towards acceptable US work behavior.

At the exploration level, usually junior high or middle school, students should begin the process of career planning, making decisions about their likes and dislikes, and identifying with the competencies and behaviors required in a work situation. Volunteer work, in-school work experiences, and shadowing workers on-the-job are all strategies used for exploration activities. It is extremely important to make sure that the LEP student is not discriminated against during these experiences.

Finally, the preparation phase should begin in high school, and continue later if necessary. A broad range of career awareness, orientation, and exploration experiences needs to be provided for the LEP student to be able to make tentative career choices and to pursue the appropriate types of training. Again, it is imperative we make sure that the LEP student is not discriminated against—or channeled into only one area of training.

We, as ESL and bilingual educators, probably are the teachers who have most contact with LEP students. We need to make sure that LEP students have all three phases of career education available to them, regardless of the age or grade level the student has when he or she comes to our school system. Thus we need to be aware of the three stages and to try to incorporate them into our regular teaching.

I'd like to ask you to think about the following points for your own situation. Is there a career education program in your school? If so, are LEP students included? If they're included, are they channelled into certain aspects of the program? For example, if your school has a cooperative work program, are your LEP students included? If there is a job shadowing program, are LEP students included? Are they only asked to shadow in one area? Or, are they encouraged to have a wide variety of experiences? Are LEP students permitted to enroll in vocational education classes? If so, are they encouraged to take only one area, or are they encouraged to enroll in whatever area they're interested in? For example, are they allowed to take only food service, and not permitted to take auto body classes? If you don't know the answers to all of these questions, let me encourage you to take the time to find out what is happening in your situation. Once you've done that, then you can perhaps begin to work more effectively for the LEP students. You can offer assistance to the career educator or the vocational education teacher. You can work on the United States work ethic, appropriate behavior, or cross-cultural differences in relation to the work world in the ESL or bilingual classroom. What about the teaching materials that are being used in the career education program? What are the underlying assumptions that are probably accurate for students who have grown up in the United States, but may not be for those students who come from another linguistic and cultural background. Review the materials, and you can help your students understand the unstated assumptions.

Another way you can help is to try to make sure that role-models who are from different linguistic and cultural backgrounds are available in different career paths. Your contacts are probably wider and more extensive in terms of adults from other backgrounds than those of the career educator. It is important for LEP students to see that it is possible to "make it" and be from a different background. It is also important to make sure that students who are from non-urban backgrounds or non-technological societies understand what is involved in the world of work in this country. You are probably the best source of understanding cross-cultural differences and problems which may influence the LEP students' success in the world of work. Thus it is crucial that those issues are handled in the ESL or bilingual class.

Finally, what is going on in your school system to prepare students for what the world of work will be like in ten years? What do you know about the actual employment situation right now? This point was brought home to me very dramatically just this past week. I think it exemplifies the problem.

The local newspaper carried an article about new CETA training programs scheduled to start before the current funding is stopped. One of the programs was for robotics. How many of you know what robotics is? I thought to myself what on earth is that? I've been working with voc ed for the past two years—and in an institution that trains teachers, and is considered to have one of the better voc ed departments. I had never heard of robotics. It must have to do with robots, but what? I asked people at EMU, and all they could tell me was that it had to do with robots. I called the U of Illinois, and my friends said well, it must have to do with robots. Finally, I called the local CETA office and was told that it was a training program to learn how to assemble robots (for entry level)—and that even at that the student needed to have a rather extensive background in electronics, and at least a high school education. Two nights later, the local TV news had a program which showed a robotics training program at a local community college—and stated that there was a waiting list of more than 400 people to get into the program. On the train to Chicago, I was talking with one of the unemployed union workers coming to a meeting in Chicago, and telling him about my experience with robotics—and he said, "Where? I'd like to get into a robotics training program. Ask this guy, he can tell you about robotics." The other guy was an engineer for an auto company, and he described how robots were being used on the assembly line, and that for him, a robotics training program would be one in which stu-

*Continued on next page*

## CAREER EDUCATION

*Continued from page 15*

dents learned to service, repair and maintain the robots used in industry. As if all of this weren't enough, I was reading an article on the train and found this:

> "Smart machines" performing jobs formerly done by humans are proliferating; the field of robotics, made possible and profitable by the microprocessor, is becoming a major element in industry. About 4,000 robots are in use in the US, mostly in the auto industry, and more than 11,000 are at work in Japan as of 1981. Some can be instructed to see, hear, feel, and even make simple decisions. Robots can now beat most humans at chess, they can perform, and they can learn. General Motors is installing 10 "programmable universal machines for assembly" that can screw light bulbs into dashboard panels, spray paint, weld, load and unload parts, follow typed directions, and even respond to simple verbal directions. In handling hot castings, robots such as these have cut the number of rejects by 15% and increased production by 10% while reducing the need for human labor by 70%—all for $4.60 per hour. (Harold G. Shane, "The Silicon Age and Education" in *Phi Delta Kappan*, January 1982.)

My challenge to you then, and to those in vocational education everywhere, is to go beyond vocational and career education. Those of us in education tend to be relatively sheltered, and not particularly up on the real world of work. We think traditionally. Let me encourage you to go beyond what traditional career and vocational education are—to find out about the business and industry world in your area—to ask what businessmen foresee in the next ten years or so. Use that information to guide you in working with LEP students about the United States world of work. Don't depend on the vocational and career educators in your district to do it for you. They may not know and/or they may not have the resources to work with. We need to be extremely honest with our students given the state of the economy, and we need to get them thinking about real possibilities for employment in the future. That means we need to involve the community, and keep up to date ourselves (and that information is not in the educational literature—it's in business magazines, etc.). Yes, get our students to the place where they can get a job and keep it—acknowledging that an entry level skill may not be the end goal, but it will allow the student to have an income in order to pursue a career which will fit in the future. At this stage of the game, our students need to be better than their native speaking counterparts. ***Editor's Note: The foregoing is from a talk given at an Illinois TESOL/BE workshop, January 30, 1982.*** □


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# LETTERS

May 17, 1982

Dear Sir:

The article "ESL: Now It's the Law in Texas" (*TESOL Newsletter*, XVI, No. 2, pp. 1 ff. April 1982) contains certain inaccuracies.

*First*, bilingual education is required in Texas in all elementary grades (K-5 minimum), not just through grade 3.

*Second*, the six components of the undergraduate bilingual teacher education program are:

1. Foundations
2. Psychology
3. Culture
4. Language
5. Linguistics
6. Methodology

Student teaching in an approved bilingual education program is required.

The post-graduate bilingual teacher education requires:

1. A bachelor's degree and a valid Texas teacher certificate;
2. Twelve semester hours taken after the bachelor's degree in the following:
   A. Language acquisition and development in childhood,
   B. Teaching ESL,
   C. Teaching language arts in the language of the target population, and
   D. Teaching mathematics, science, and social studies in the language of the target population; and
3. One year successful teaching experience in an approved bilingual education program.

Incidentally, the requirements for the ESL endorsement in Texas are:

1. A bachelor's degree and a valid Texas teacher certificate
2. Twelve semester hours in the following:
   A. Language acquisition and development,
   B. Teaching ESL, and
   C. Descriptive/contrastive linguistics; and
3. Either one year successful teaching experience in an approved ESL program, or student teaching in an approved ESL program.

I hope this clarification can be given the same dissemination as the article. Thank you.

Sincerely,

Robert L. Tipton
Education Specialist
Division of Bilingual Education

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March 29, 1982

Dear Editor, *TESOL Newsletter*,

This letter was inspired partly by three articles in the February 1982 Newsletter: "Getting Results from English Language Teaching Programs" by Victor Mason, "Employment Issues in ESOL: Answers and Questions" by George Bozzini, and a letter from Nina Jo Turitz, et al. Each dealt in some way with our rapidly degenerating profession.

It seems that the field of teaching ESL has not only become a severely over-worked, under-paid profession, but also a "dumping ground" for all those MA's and Ph.D's in English and other fields who somehow find their way into TEFL when employment in their own areas cannot be found. These "displaced academics" are trying to turn intensive ESL programs into university departments where public performance is more important than classroom teaching. (Such departments can usually afford to hire Ph.D's to sit in ivory towers doing research and bringing in money and students seeking prestige; there's no place for this in ESL programs.) Students come to an intensive ESL program because they want to learn English, not because they will be taught by some world-renowned, illustrious academician. It is those of us who teach ESL well that bring in new students, keep the programs going, and produce students who can speak English well enough to compete with American students.

Teaching ESL is a full-time job, much like teaching in an elementary or secondary school; intensive daily contact is where we should put our energies. Administrators of intensive ESL programs whose main goal is to produce English-speaking students should not try to turn them into philosophical havens for researchers and academicians whose major concerns are publishing, becoming famous, and/or performing in public—and not necessarily teaching well at the same time (which is virtually impossible.)

The best teacher in our program is leaving soon and may never teach ESL again, not only because of the lack of respect she has been shown, but also because she no longer feels that TEFL is a field of which she can be proud. It won't be long before the rest of us leave, too. What will happen to those programs that advertise "All faculty have MA's in TEFL or related fields" when there aren't any MA's in TEFL left? What a loss.

Name Withheld
(for obvious reasons)

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April 29, 1982

Dear John,

I really must take the time to tell you how eagerly I look forward to each *TESOL Newsletter*. This last issue was particularly interesting to me for several reasons. Three very strange, or not so strange coincidences particularly grabbed my attention: a) the article by Elaine Rand for NCBE paralleled a task I had just made on VA Columbia Cable TV about bilingual education for American youngsters, b) "Trippingly on the Tongue", source unknown, which appears on page 34, is the very same poem I had copied for my students just that morning from the introduction in an ELS publication, *All Spelled Out* (see ad, p. 107 *Newsletter*), and c) Jean D'Arcy Maculaitis and I had just responded to an article by Dr. Max Rafferty which had been sent to us from the Asbury Park, N.J. *Press*. I don't know if you have either the room or the desire to print Rafferty's column and our response, but am enclosing them for you. Since the newspaper checked our credentials with N.Y.U. just this week, I assume our response will be printed shortly.

Again, congratulations on a most readable, fascinating and diversified *Newsletter*. It's worth the TESOL dues by itself.

Sincerely,

Mona Scheraga

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## 'CHICANO ENGLISH' FOLLOWS TRAIL OF 'BLACK ENGLISH'

**by Dr. Max Rafferty***

It's Disheartening, but I suppose it was inevitable. When my dear teaching colleagues recently started holding solemn seminars to justify the teaching of "Black English" in the public schools, it was only a question of time until every other variety of bastard English began yelling for equal opportunity.

So now we've just emerged from a three-day "research conference" at the University of Texas at El Paso, wherein 40 "linguists, educators and speech specialists from across the country" (according to the wire service reports) conspired to get the same in-school recognition as "Black English" for their highly specialized version of the real McCoy: "Chicano English."

The "researchers" want it acknowledged that substituting "bato" for "man," "comal" for "tortilla pan," and "que paso?" for "what's happening?" should henceforth be declared legitimate, proper and peachy-keen. Can you imagine how this sort of prattle would be received at a General Motors board meeting? Can you conceive further the weight of the crushing handicap this school acceptance of incorrect English will place upon the prospects of business and professional success by these boys and girls grown later to adulthood?

Gustavo Gonzalez of the University of California at Santa Barbara—who should darned well know better—justified his group's ridiculous decision thus, if you can believe it: "We're trying to do something similar to what has been going on in 'Black English' as a separate variety of English."

Well, What has been going on in Black English that's so doggoned super? Back in 1979, an Ann Arbor, Mich. federal judge ruled that teachers must henceforth consider "Black English" in giving standard English lessons. The school district was also compelled to send its teachers to "Black English" workshops. At the time, this column denounced this dastardly decision as anti-American, anti-education, and anti-intelligent.

Now, almost three years later, the school system has decided that the "crash training" was not worth its cost, and that the "training" should be knocked on the head and decently buried. No other judge has followed the example of the Ann Arbor idiot. No other school system has since been ordered to do such a chuckle-headed, rattle-brained, beef-witted thing. His Honor's decision was the judicial disaster of the decade. Now why—in God's name—should

*Continued on next page*

## LETTERS

*Continued from page 17*

these El Paso witlings insist upon replaying this busted flush?

I told Ann Arbor then, amigos, and I'm telling you now: The American schools' job is to kill your "dialects" as dead as Moses, and to teach your kids correct English. Circumstances proved me right then; they'll prove me right about your folly in another three years or less. And I plan to be around then to remind you—a nasty habit of mine.

Are We To Teach "Vietnamese English" and "Haitian English" and "Iranian English" and all the other Tower of Babel jabberwocky currently heard in our streets just because we have refugees and immigrants in our midst? Our ancestors would have roared with laughter. They had a real problem with immigrants, which they solved neatly and completely by teaching everybody's kids correct English in the public schools.

Gonzalez wants Mexican-Americans to "be more comfortable with their ethnicity." I don't. I want them to be actively uncomfortable with it, just as my great-grandfather Barney was made actively uncomfortable speaking his Irish brogue.

Why? Because I wish today's Chicano kids success and happiness and business prosperity in the days beyond tomorrow—not permanent relegation to linguistic inferiority.

What's the matter with you and your other 39 "experts," Sr. Gonzalez? Myopia, ethnic chauvinism, or sheer stupidity?

* Rafferty was Dean of the School of Education at Troy State University in Alabama and formerly California Secretary of Education. He recently died, driving his car off the road into an Alabama Levee.

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*Asbury Park Press*
Press Plaza
Asbury Park, New Jersey 07712

To The Editor:

We are in receipt of an article by Dr. Max Rafferty on "Chicano and Black English" which appeared in the *Asbury Park PRESS* February 21, 1982.

Under the guise of worrying about the futures of our immigrant population, Max Rafferty has written one of the most virulent, racist distortions of the truth that one who should know better could possibly write.

First, to set the facts straight:

*Teaching* Black English in the public schools was *not* what was being advocated. Students already know the language! The teaching of Black English to teachers would be for the same reasons teachers would study any language or dialect spoken by their students. The concept that teachers would be better teachers if they learned as well as taught is not new. Understanding the language or dialects, and therefore more of the culture of their students, might better help teachers in their teaching of:

a) Standard English as a Second Dialect.
b) When and with whom to use which register (formal or informal), something which is crucial to the education of any student.

Whether the native language be a "Black" or "Chicano" dialect or a language from another country, a person living in the United States needs to also know standard English if s/he wants to survive and succeed in the white collar, executive, and professional world. In all honesty, there are many areas of employment where standard English is not required, but that's another story.

For an educator to refer to other people's languages as "Tower of Babel jabberwocky" is insulting, demeaning, and ignorant. The lie that everybody's "kids" learned correct English in public schools should make Rafferty's nose put Pinnochio's to shame. Does he deliberately lie, or is he incredibly ignorant of the facts? Would he like to see the statistics on school dropout rates in the years he is talking about?

Like a true Klan member, which he may or may not be, he has pandered to a reading public who, not knowing the statistics, might believe this man who has a "deanship" to lend veracity to his words.

Why should people be uncomfortable with their ethnicity, ashamed of their parents and heritage, in order to succeed in America? Why can't we build on our skills and heritage instead of destroying them? Mr. Rafferty sets a new standard for bigotry and provincialism. How dare he say other languages are linguistically inferior to English. We would have to turn to the literature of the most racist elements of our society to read an article so filled with contempt and bigotry.

It's time to put an end to divisiveness by design and to focus on and appreciate those things which we have in common.

How sad for his grandfather, Barney, that he had to be shamed out of his beautiful brogue, the sound of which would have added to the richness and diversity which is America. Shame on his grandson Max, who is still living in the unenlightened past, unable to adapt to present and future cultural diversity, and thereby missing so much of the essence that makes America unique. The melting pot myth has long since been proved just that . . . we of various ethnic and language backgrounds did not melt and go away . . . we are, rather, a salad bowl of individuals, our various colors and cultures making us part of the only place on earth where we perhaps survive because of our differences rather than in spite of them. Take off the sheet, Max. Come into the 1980's.

Jean D'Arcy Maculaitis
Mona Scheraga

***Editor's Note:***

***Please send all letters and copy to Alice Osman, Editor, TESOL Newsletter, 370 Riverside Drive, New York, NY 10025.***


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# ANNOUNCEMENTS

### ENGLISH FOR MEDICINE AND ALLIED HEALTH SCIENCES

If you're interested in reporting on research in these areas at a colloquium at 1983 TESOL in Toronto, send by August 15 your name, address, institution, research topic/question, and type of data involved to: Margaret van Naerssen, China Exchange Program, 1201 Campbell Hall, UCLA, Los Angeles, CA 90024, USA. □

### FOREIGN LECTURERS ADD UNIQUE PERSPECTIVE TO ORGANIZATIONS' LECTURE SERIES

Organizations that conduct lecture series, give seminars, or use consultants now have a unique source of foreign talent through the International Faculty Lecture Bureau.

The Lecture Bureau, which was established in Spring 1980 by the New York-based Institute of International Education (IIE), serves as a clearinghouse to match requests for lectures, seminar leaders, or consultants with foreign scholars residing temporarily in the U.S.

"Foreign scholars add a new dimension to campus and organizational programs and give their audiences a unique, often colorful perspective on their country and area of expertise," says Wallace B. Edgerton, president of IIE, the largest international educational exchange agency in the U.S. "IIE believes the Lecture Bureau can help U.S. citizens develop a broader international awareness, and at the same time, give foreign scholars an enriched understanding of our country."

Their experiences have been characterized by the scholars themselves as "invaluable and rewarding." One German economics lecturer who spoke at a large eastern university on *The European Monetary System: International Structure and External Impact,* wrote: "After my speech there were very interesting and worthwhile discussions and exchanges among federal officers, bankers, businessmen, and professors—extremely valuable!" Many varied and popular subjects have been presented by such prestigious scholars as: an international law expert from Turkey who spoke at a small northwest college on *The Cyprus Problem; U.S. & Turkish Government Comparisons; Turkish-Greek Relations,* and an animal research scientist from New Zealand who lectured at one large midwestern and two large southwestern universities. Other scholars include a woman anthropologist who had done extensive work among Amazonian Indians, a Brazilian law professor who had developed a student staffed legal aid program for prisoners, an Israeli soil scientist, a Romanian neurosurgeon, an English art historian, an Argentinian sociologist and a Finnish structural engineer.

Since October, 1981, over 933 matches have resulted from the pool of 300 registered foreign scholars and 100 institutions.

All U.S. colleges and universities, professional and trade associations, and membership organizations, civic groups, and clubs may register with the Lecture Bureau for a $35.00 fee. Registrants may request a maximum of five subjects they would like visitors to address. They can also specify country or regions in which they are interested and when they would like to arrange a visit.

For each request, IIE searches its computer file for data on international scholars who meet the given specifications. IIE will send the requesting institution or organization pertinent data about these visitors. IIE also sends the name of the organization to the matched scholars. Matched participants make arrangements directly concerning lecture topics, timing expenses, and honoraria, if any. □

### *TESOL NEWSLETTER* AND *CONVENTION DAILY* EDITORS NAMED

Alice Osman has been appointed the *TESOL Newsletter* Editor, a position made vacant with John Haskell's election to the office of First Vice President and subsequent resignation as Editor.

From L to R: Alice Osman, new *TESOL Newsletter* Editor; Jerry Messec, *Convention Daily* Editor; May Look; and Alice Johnson. May Look got us "manapua" one day. You could hardly get us back to work afterwards!

A native of New York City, Alice is Associate Professor at LaGuardia Community College, CUNY, where she directs the Adult Learning Center. Her interest in teaching EFL began in the early '50s in Finland where she was attending the University of Helsinki and was often asked to lead "American English" conversation groups.

Alice's TESL experience over the past 18 years includes teaching, teacher training and curriculum development in New York City, Hawaii, France, India and Yugoslavia. She holds an M.A. in guidance and a Professional Diploma in TESL, both from Teachers College, Columbia University.

Involvement in publications for Alice dates back to editing both the newspaper and yearbook in high school. "Later I edited the paper at Suomi College, a Finnish-American institution in Hancock, Michigan. —I went there because I felt a strong pull from my first generation Finnish background." Other editing experiences followed: three years as editor of NYS ESOL BEA's newsletter, *Idiom;* six years as *TESOL Newsletter* Advisory Board Member; two years as editor of the *Convention Daily.*

Alice hopes to encourage more international participation in the pages of the *Newsletter* to reflect the ever-expanding association. "Also, I feel that the recently passed TESOL Reorganization Plan has important implications for the *Newsletter* and I welcome suggestions from members about how they feel their various concerns can continue to be addressed in these pages."

Top row, l to r: The *Convention Daily Staff*: Eve Larson, Rosenne Harrison, Cathe Tansey, Jerry Messec, and Taffe Anderson. Bottom row: Nancy Castle, Carol Jenkins, and Alice Johnson.

Jerry Messec of the Center for Intensive English Studies at Florida State University at Tallahassee has been named editor of the *Convention Daily.* (The *Daily* is a newspaper which has been appearing regularly at each TESOL conference since 1976.) In addition to working at FSU, Jerry is also in the process of completing his doctorate there.

A third generation Floridian, Jerry appropriately first became involved with the *Daily* at the Miami Conference in 1977. As a member of the Local Committee assigned to the newspaper operation, his talent for humorous writing was soon discovered and he has been regaling *Daily* readers ever since as "Astrologer to the TESOL Trade" —author of the "Teslscope" column.

Although difficult to catch Jerry in a too serious moment, he recently summed up his perception of the *Daily.* "Since TESOL conferences have gotten larger and larger, the *Daily* increasingly serves as a way for people to communicate with each other at those meetings. The *Daily* makes it easier to learn about jobs, about unscheduled sessions, which may range from college reunion breakfasts and affiliate parties to exercise sessions on the beach.—This last was true only in Hawaii, of course! I really look on the *Daily* as 'the voice of the conference' and hope to make it more informative, entertaining and attractive than ever." □

### BILINGUAL/ESL PROGRAM AT PATERSON

The Bilingual/ESL Program of William Paterson College is offering the Second Annual Conference, "Communicative Competence in Bilingual Settings: Challenging the Limited English Proficiency Student," on Friday, October 8 and Saturday, October 9, 1982.

The two main speakers will be Stephen

*Continued on page 21*

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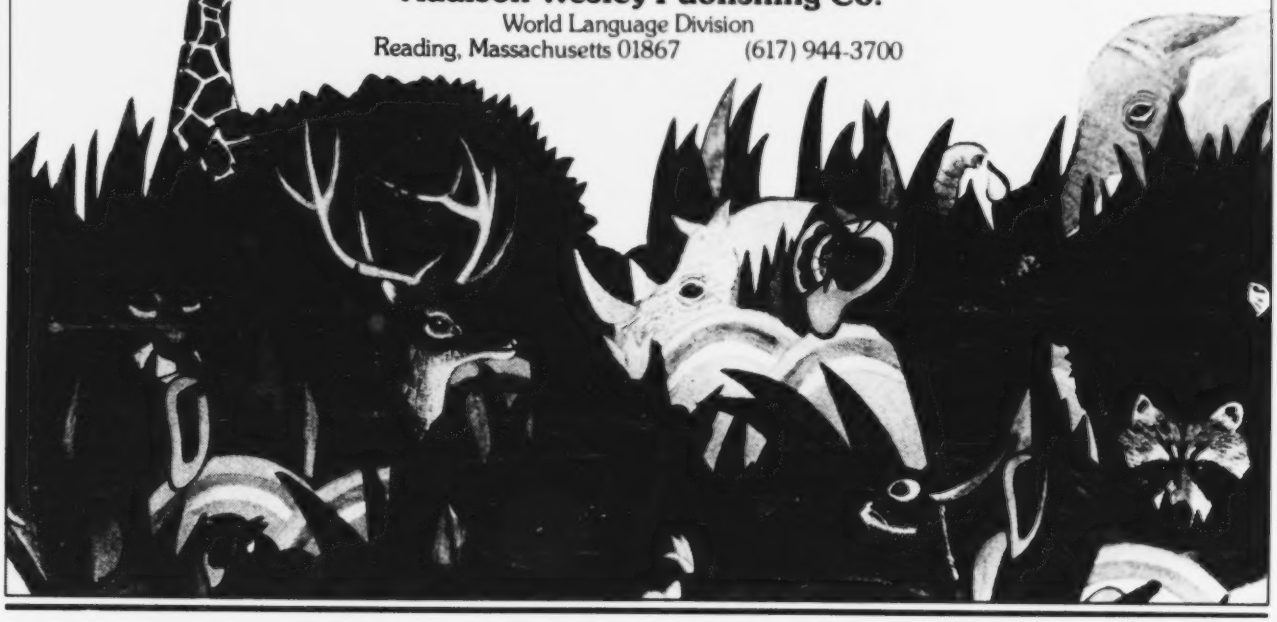


## ANNOUNCEMENTS

*Continued from page 19*

Krashen, University of Southern California and Migdalia Romero, Hunter College, New York City.

This conference continues to address some of the issues raised in the William Paterson College 1981 language conference, *New Routes to Bilingualism*. One of the concerns of researchers and practitioners in first and second language acquisition is the development of communicative competence —the use of language for effective communnication—and its sociocultural influences. Teachers of limited English proficiency students will have the opportunity to choose from among a variety of workshops led by specialists who will offer practical suggestions based on current theoretical assumptions. There will be time in each workshop for group participation and exchange of ideas.

The conference is being sponsored by the Georgetown Bilingual Education Service Center and the New Jersey Department of Higher Education Bilingual Programs. For information about registration, contact: Office of Continuing Education, William Paterson College, Raubinger Hall, Wayne, NJ 07470. (201)595-2436. (by S. Ross) □

### DIRECTORY OF ENGLISH LANGUAGE AND ORIENTATION PROGRAMS IN THE UNITED STATES

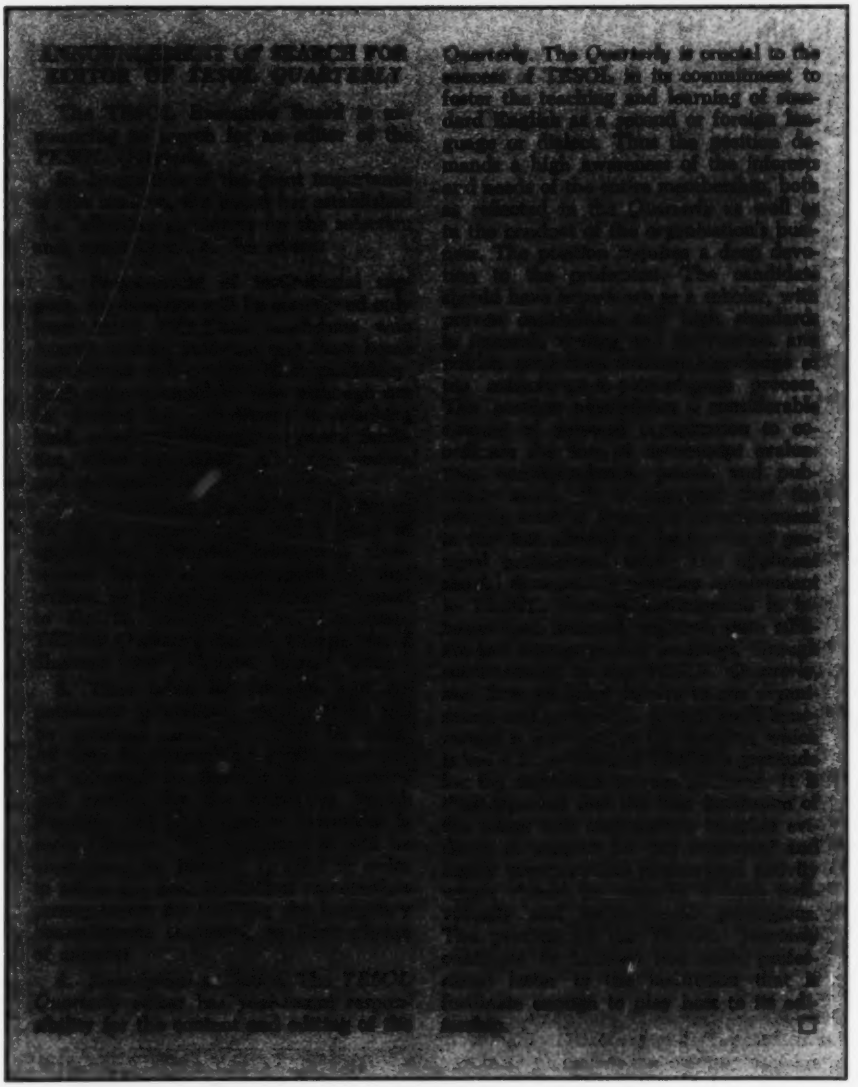
**Published by the Institute of International Education**

The number of foreign students studying in the United States has increased dramatically in the past few years and predictions are that by 1990 there will be approximately one million overseas students on U.S. campuses. At the same time, business and industry is becoming more and more internationalized. The result: large numbers of people who need to learn English in order to function on their jobs and at school.

A revised and updated directory entitled *English Language and Orientation Programs in the United States* lists courses and orientation programs offered by U.S. colleges, universities, language centers, and other organizations. Published by the Institute of International Education, the directory includes course descriptions, entrance requirements, and costs.

The directory is compiled from a survey of institutions conducted by IIE, the nation's oldest and largest organization for international educational exchanges. The directory costs $7.00. *Editor's Note: This volume is also available from the TESOL Central Office.*

In addition to *English Language and Orientation Programs*, IIE has published these other resource books geared to the foreign national studying in the United States: *Practical Guide for Foreign Visitors* ($2.50); *The Community, Technical, and Junior College in the United States* ($3.50); *Study of Agriculture in the U.S.* ($5.00); *Fields of Study* ($1.00); *Study in U.S. Colleges and Universities* (free); and *A Guide to Scholarships, Fellowships, and Grants* (free).



To order any of the publications*, write to: Communications Division, Box EL-2, Institute of International Education, 809 United Nations Plaza, New York, NY 10017. Payment must accompany all orders. Please include 75¢ postage and handling per book ordered.

The Institute of International Education (IIE), a private nonprofit organization, is the oldest (founded 1919) and largest international educational exchange agency in the United States. It has headquarters in New York City and a Washington, D.C. office; regional offices in Atlanta, Chicago, Denver, Houston, and San Francisco; and overseas offices in Hong Kong, Thailand (Bangkok), and Mexico (Mexico City).

**NOTE TO EDITORS: Review copies of IIE publications are available from Barbara Cahn Connotillo, address above.* □

### FIRST GALA INTERNATIONAL CONFERENCE

Place: University of Thessaloniki, Greece.

Time: Thursday 16 through Saturday 18 December 1982.

Theme: COMMUNICATIVE LANGUAGE TEACHING AND COMMUNICATIVE METHODOLOGY.

There will be plenary and concurrent sessions.

The following are among those who have agreed to offer papers: S. Pit Corder, H. Widdowson, D. Wilkins.

A more complete list of speakers will be published soon. The organisers call particularly for papers discussing theoretical aspects, research findings, practical applications. Pre-registration deadline: 31 October, 1982.

For further information write to: Prof. S. Efstathiadis, GALA President, Dept. of English, Aristotle University, Thessaloniki, Greece. □

### CONFERENCE ANNOUNCEMENT

Conference on Foreign Language for Business. April 7-9, 1983. The Keynote Speaker will be Rose L. Hayden, Executive Director, The National Council on Foreign Language and International Studies. We will consider papers, to be presented in English, on business French, German, Spanish and English as a Second Language. Preference given to presentations (lasting either 15 or 40 minutes) dealing with rationale and

*Continued on next page*

## ANNOUNCEMENTS

*Continued from page 21*

funding, employment opportunities, courses and programs, culture and business in language classes, articulation of new courses and programs and traditional ones, techniques, methodologies, textbooks and materials, proficiency examinations, internships, teacher retraining strategies, professional acceptance in academia. Program details, preregistration materials, and guidelines for submission of abstracts available from the Conference Chairman, Geoffrey M. Voght, Associate Professor of Spanish Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 487-0130 / 0178. □

### ATESL CALL

The Association of Teachers of English as a Second Language (ATESL) invites people wishing to present papers or workshops at the 1983 NAFSA Annual Conference (Cincinnati, Ohio, May 24-27, 1983) to submit abstracts. Papers and workshops should relate to the teaching of English as a second language at the college, university, or adult level. Since the theme for the Conference ("Expanding Alliances in International Education") emphasizes cross-sectional interests, papers or workshops that relate ESL to other aspects of foreign student affairs are welcomed. Papers should be limited to 30 minutes, including discussion; workshops should be one and a half or three hours in length. Workshops should be directed to practical aspects of ESL teaching and should include demonstrations and plans for audience participation. By October 15, 1982, send four copies of a 200-word typewritten abstract (one copy with your name on it and three without your name) to: Patricia Byrd, ATESL Chair-elect, 313 Norman Hall, University of Florida, Gainesville, FL 32611. Include a letter with your complete name, address, title, affiliation, and telephone number. Those whose proposals are accepted will be informed by January 31, 1983. In addition, suggestions for panel discussions (including suggested panelists) would be welcomed. □

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The Nominations Committee of international TESOL [illegible] that [illegible] President, Vice-President, [illegible] Trustee. [illegible]

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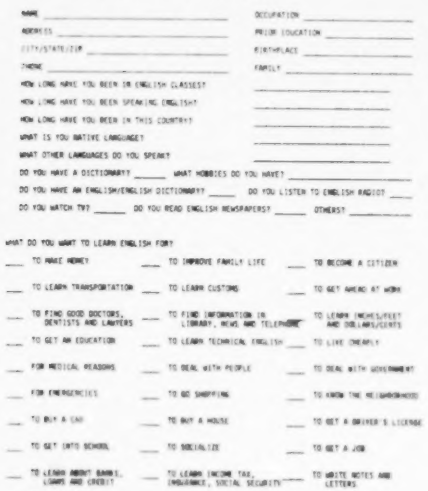
*Continued from page 1*

ing Adult Basic Education Act Teachers to adjust substantially to survive. Some ESL students miss a third to a half of the sequence of classes but are still expected to profit from the learning situation. The burden of proof that ESL students are learning English and valuable skills that provide a community an economic asset rests with the teacher, the ESL, to deliver instruction effectively, and with the ESL administrator to document, if the programs are to survive current block grant refunding in good shape.

Teachers are tightening up instruction by beginning to account for what each student is learning in the classroom and ESL administrators are tightening up programs by converting accumulated ESL learnings into dollars-and-cents savings that justify the programs to the community and to the government funding agencies. The points of adjustment developed in this article are both pedagogic and administrative, designed to assist ESL programs adjust to the pressures of teaching drop-in students under stricter program accountability.

WHO are you instructing? At first the teacher is concerned about names and faces, and registration—paperwork on each student, headcounts for attendance and the time-consuming latecomers. But the teacher needs to know more significant information about every person coming into class in order to deliver the most appropriate instruction possible. Open enrollment systems usually register larger numbers of students in the in-and-out turnover and teachers are asked to provide better instruction to more students even though they're not all there at any one time.



ESL INFORMATION SHEET

NAME _____ OCCUPATION _____

ADDRESS _____ PRIOR EDUCATION _____

CITY/STATE/ZIP _____ BIRTHPLACE _____

PHONE _____ FAMILY _____

HOW LONG HAVE YOU BEEN IN ENGLISH CLASSES? _____

HOW LONG HAVE YOU BEEN SPEAKING ENGLISH? _____

HOW LONG HAVE YOU BEEN IN THIS COUNTRY? _____

WHAT IS YOU NATIVE LANGUAGE? _____

WHAT OTHER LANGUAGES DO YOU SPEAK? _____

DO YOU HAVE A DICTIONARY? _____ WHAT HOBBIES DO YOU HAVE? _____

DO YOU HAVE AN ENGLISH/ENGLISH DICTIONARY? _____ DO YOU LISTEN TO ENGLISH RADIO? ___

DO YOU WATCH TV? _____ DO YOU READ ENGLISH NEWSPAPERS? _____ OTHERS? _____

WHAT DO YOU WANT TO LEARN ENGLISH FOR?

___ TO MAKE MONEY ___ TO IMPROVE FAMILY LIFE ___ TO BECOME A CITIZEN

___ TO LEARN TRANSPORTATION ___ TO LEARN CUSTOMS ___ TO GET AHEAD AT WORK

___ TO FIND GOOD DOCTORS, DENTISTS AND LAWYERS ___ TO FIND INFORMATION IN LIBRARY, NEWS AND TELEPHONE ___ TO LEARN INCHES/FEET AND DOLLARS/CENTS

___ TO GET AN EDUCATION ___ TO LEARN TECHNICAL ENGLISH ___ TO LIVE CHEAPLY

___ FOR MEDICAL REASONS ___ TO DEAL WITH PEOPLE ___ TO DEAL WITH GOVERNMENT

___ FOR EMERGENCIES ___ TO GO SHOPPING ___ TO KNOW THE NEIGHBORHOOD

___ TO BUY A CAR ___ TO BUY A HOUSE ___ TO GET A DRIVER'S LICENSE

___ TO GET INTO SCHOOL ___ TO SOCIALIZE ___ TO GET A JOB

___ TO LEARN ABOUT BANKS, LOANS AND CREDIT ___ TO LEARN INCOME TAX, INSURANCE, SOCIAL SECURITY ___ TO WRITE NOTES AND LETTERS

___ TO PRACTICE SPEAKING ___ TO LEARN VOCABULARY ___ TO READ BETTER

___ TO SPEAK BETTER ___ TO UNDERSTAND BETTER ___ TO BE ACCEPTED

An information sheet such as this one can serve many purposes: it's the teachers personal record sheet; a handwriting sample and English comprehension check; a basic information review of personal and language background; an individual ESL needs assessment that would suggest the course curricula; and a teacher's scratch sheet for requests, problems, counseling and referral reminders. The information blank beside "FAMILY" is deliberately ambiguous to see how the student will handle the matter. The needs assessment at the bottom provides input for course planning to meet these particular students' needs. The checks can be tallied by subject, to search for a consensus or commonalities, and the checks can lead to mini lessons or special materials brought in for each individual. When spread out across the teacher's desk, the information sheets can be used in question-answer drills to confirm or correct personal information. At the lower ESL ability levels, incompleted sheets provide a convenient reason to repeat identification questions; at the higher ability levels, details on family, television viewing, and so forth provide topics for conversation.

Such a student-generated information sheet that includes student backgrounds and needs analyses makes it possible for teachers to readily articulate English communicatory abilities, needs and disabilities for every individual student even though there are more students than usual registered for class. It most essentially serves the teacher for lesson planning and the administrator for program accountability.

WHAT are you instructing? Beginning ESL classes usually stay with similar fundamental communicatory exercises such as formulas, self identification, basic information exchanges and social question-answer drills. But as each class progresses to more particular needs, the curriculum explodes in different directions.

The teacher usually has a text, a workbook, and perhaps a reader, to which are added homemade handouts, picture files, story boards and perhaps a resource text or two. The teacher weaves the materials into a curriculum sequence that best fits the students' needs and the materials available. Many teachers group students with similar interests when possible and then deal personally with students of dissimilar interests. With a steady student attendance class, the curriculum is the progressive variable; with irregular student attendance, correlating both the student and the lesson as two variables is too much to handle. Better manipulation can be made of the curriculum to provide instruction to the changing class of students.

Curricula need to be defined for the particular class, if not for each particular student. It is always better to start with curriculum needs and work down to what materials are needed rather than vice versa. Curricula are better when the building blocks are not singly language-based but also communication-skill based and community-skill based. Language learning can be the vehicle while communication and community skills are the content of lessons.

Students many times will clearly indicate what they come for and thus help the teacher define the appropriate curriculum: some come for academic reasons—to complete high school or enter higher education; others come for vocational reasons—to get a job, qualify for job training or get a job of their choice; and others come for social reasons—to learn daily coping skills or just come to socialize away from home. Academically-minded students generally concentrate on reading and writing; socially-minded students generally concentrate on listening and speaking skills; and vocationally-minded students are divided, depending on the nature of their work.

These major categories are further divided into definable tasks, skills, or objectives, such as coping skills with shopping, libraries, and telephone use, and as in consumerism with credit, insurance, and taxes. Each of these areas can be further itemized to list what specifics can be useful to ESL newcomers and the limited-English speaking. Many localities already have these tasks and objectives highly developed and ready for instruction, in the form of high school competency materials; school systems have established the objectives, outlines of skills involved, suggested classroom activities, and even vocabulary lists and evaluating devices.

Teaching what you think ought to be taught may be good teaching for the "experts" but could just as easily be considered "seat-of-your pants" guessing. Teaching without clearly defined objectives is literally pointless; the "scattergun" effect is strictly hit and miss. With information sheets of declared student needs, teachers can zero in on specific requests and even check off each goal that is reached: the learning order is taken and is filled. There is immense satisfaction to instructor and student alike with this kind of accomplishment.

WHEN are you instructing what? With such a sporadic attendance situation, there needs to be a more careful timing of how materials are presented in order to reach as many students as possible. Most of these students sincerely regret their absences when problems are beyond their control; most of these students strive as hard or harder

*Continued on next page*

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than students with regular attendance. How many are on base and who's up to bat?

The more irregular the attendance of students, the more careful and extended the planning should be. Consider how often students regularly miss and gear the instruction to that reduced "window" of ability to learn. A student missing the first presentation of a topic should not be completely lost coming to the next class; a fair amount of overlap should exist between different class presentations of the same topic, to assist those who miss one of the two classes and to assist in providing class continuity.

Each lesson should include out-of-class practice support such as how to break the ice, how to gracefully communicate when one forgets key vocabulary, and how to operate in social circumstances. Basic curriculum blocks should be extended through the various class meetings, presented as mini lessons, each a bit more progressive than the last. A chart of the particular skills such as this one for coping skills will assist the teacher to track the presentations without much effort. The stretching of lessons over longer periods of time also reinforces the material better. With a charting of subject areas, a free sequencing is possible that plainly shows the pattern of presentations, clearly illustrates reinforcement exercises, easily assists the combining of lesson areas in single presentations, and permits an enviable flexibility and control of the direction and pace of the class. The free sequencing is most useful for small classes, rapid-turnover classes, and classes with very irregular attendance.

| ADULT BASIC EDUCATION | | |

students of irregular attendance requires close control and an elongated delivery of subject matter, to reach the largest number of students.

WHERE (figuratively) are you going with the class? As student needs are identified, met, and ticked off from the needs assessment, the student goals are being met; the goals and objectives are usually expected to be within the scope of the program's goals and objectives—what is good for the student is good for the program. But both students and program administrators have difficulties defining realistic goals and objectives in the short and long term that support both the student and the program.

On an individual basis, students come to learn to use English for specific purposes which can usually be determined and marked in a needs analysis. The more specific the student can be, the easier it is for the teacher to respond to the request. But some natural barriers to clarifying individual student goals should also be taken into consideration: students who are young or very old and students who have recently arrived or have never worked have difficulty setting life goals and English learning goals realistically. Newcomers to this country are especially prone to change goals and directions in their new lives. Students learn how these goals rate in the social and economic order of this culture and what it takes here to reach those goals. Students most heavily learn this from teachers because of the natural bonding that occurs between the student and the first language teacher, although counselors and others may also influence students significantly in goal building.

On a program basis there are program goals designed to best support the student and the economic community. It is hoped that individual student needs can most times if not always be served within the program scope and set of goals. English language communicating ability, functioning in the American economy and communities without being a burden to them, and academic achievement, all to reach a higher degree of self sufficiency and independence, are generally included in program goals. Teachers as humanitarians generally serve student needs whether within or out of program goals, chalking up the non-program needs as the fault of program definition rather than deliberate exclusion. It is the function of teachers to input into programs the needs not already identified and supported if those new needs are going to be supported by the program's support services. There is real conflict in determining how to serve the undocumented, the anti American, and the civil law violator as well.

Program and individual goals best operate when matched or acting in harmony. Taking students arbitrarily to their individual goals, such as vocational preparation when that is not part of the program goal, will not continue for long if administrators are not advised of the additional goal support need and respond by absorbing the new goal into the program. Development of program goals can be as critical to success as development of student goals.

WHY are you teaching ESL? Each ESL'er's concepts of instructional purpose, even when program goals are well developed, needs alignment with program purposes. Program goals should be reflected in every step of the teaching spectrum and, hopefully, as with competency-based instruction, be able to be accounted back to program administrators. Teachers clearly need to know why they are doing their work.

The program goals can be reflected to students in a multiple of ways: clear but simple goal statements can be distributed; the setting of personal goals in harmony with program goals can receive major emphasis; curricula can be reviewed for support of program goals; and student-in-program attainments can be expected from both student and ESL'er evaluations at the end of each course.

Why, too, are YOU teaching ESL? Full time or part time, the teacher anticipates receiving more strokes than just a paycheck for doing the work. Teaching ESL shouldn't be therapy or substitution for some other need or goal in life, such as getting out of the house or vicariously travelling to other lands through the students. Some may philanthropically assist the refugee and the have-nots as charity work. The greater the zealousness to teach, the greater should be the effort to find out why, to avoid the patronizing and ingratiating attitudes that reflect badly and interfere with good instruction.

A program defined and narrowed to an effective delivery of instruction and support services knows WHO it is serving, WHAT it is supposed to be doing, WHEN is best to deliver services, WHERE it is going, and WHY both programs and individuals are involved with the project.

HOW are you teaching? Course design includes control of methods and media, group dynamics, and learning principles. Course development includes identification and sequence of building blocks, reinforcement and synthesis of teaching elements, and of course control of the subject matter—grammar, pronunciation, syntax and communicative skills. Have these been evaluated for effective delivery in adult open enrollment programs?

We all are creatures of habit, comfort and the known. Teachers have favored techniques and props even if they become somewhat worn. Administrators work out enrollment and attendance figures down and across grids to the point of meaninglessness. Students individually prefer and react to different methods and media to different degrees. The dynamics of how the teacher feels comfortable teaching shouldn't interfere with how a particular class most effectively learns. Similarly, reported program benefit categories, like program outreach and recruitment efforts and program goal design sometimes are predetermined systems not adjusted to program participants. Stronger grass roots feedback mechanisms to programs are just as necessary to reinforce as teacher support services are.

Do some teachers that perform classes like circus acts reflect on what absurd role models they're creating? ESL students eagerly try on successive role models to best approach and meet their goal in a new culture and new country. teachers have a lot to learn and then teach about their teaching roles: social level, linguistic register, personal attitudes and values, and reasonable public expectations; certainly a teacher who roleplays the students' goal behavior would be of more assistance than an teacher who roleplays the simpleton. Teacher warmth and attachment to students is critical; teacher attitude, character and personality ultimately are displayed in every classroom. Socially acceptable views, mannerisms and stereotypes in class significantly speed up the acculturation and goad attainment.

Teachers are successful American role models in general but are also teacher role models, in particular. Teachers of other countries generally are more highly regarded, in formal aspects of authority, society, and respect accorded them. Some of our teacher appear daily in blue jeans and sneakers, failing the expectations of our students. This affects teaching acceptance, confidence, and ability of a student to transfer learning skills from the native setting to the American one. Teachers could better assist students in making the transition from formal to informal learning by recognizing the difficulty and altering teaching style to one that will not provide stumbling blocks to learning. Foreign students are accustomed to preferring male teachers, learning in formal situations, and regarding teacher comments most highly; teachers could gradually assist students in overcoming these prejudices. A stark contrast of learning styles will impede learning; a transitional style will facilitate it.

Today's potpourri of methods and media can exasperate teachers: some

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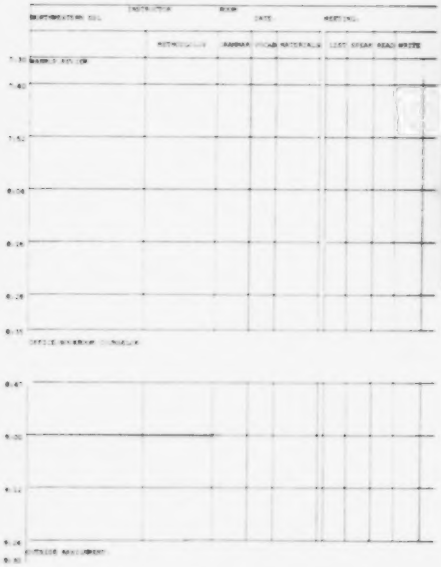
methods are touted as fads and some media are based on shiny deco book covers and electronic glitter. Method and medium selection is better based on class attention span, acceptability to students from traditional backgrounds, systems that satisfy adult immediate need-immediate result-self consciousness demands, adult oriented materials, and appropriate adult learning activities. These need to be directed or balanced for each class, for sequence and for use of the listening, speaking, reading and writing modes. A lesson plan such as this can assist the teacher to be more versatile and more in control of the varying elements. The lesson planning requires little writing but clearly outlines the instructional intent and practice. ESL skill instruction is not entertainment, gimmicks or popularity contests; the instruction should be selected for its need first in mind and for the method and medium that could be predicted as the most effective secondly.



Students more familiar with formal instruction have more difficulty transferring classroom learning to real life. To provide easier transfer of skills from classroom to lifestyle, program into each lesson student exchanges in which the ESL'er asks for feedback from students on how newly-learned English has been practiced outside of the classroom, including the successes and the laughable misunderstandings; train students how to handle mistakes, misunderstandings, and memory lapses; and elicit and adjust to student feedback.

Don't play method and medium favorites because you are comfortable; students may be more effectively taught with materials, methods, or media that you are reluctant to try. Stick to the reality of speech and communication of the students' current needs and anticipated goal needs; then develop exercises based on that perceived reality. Be concerned how instruction is mixed by mode and sequenced. A simplified lesson plan need not impede creativity but in fact help organize and control the presentations.

A teacher as a more selfless facilitator, has a larger breadth and depth of instructional techniques that are brought out for best effectiveness when required. The work becomes more of a student-in-program focus, narrowing the scope of ESL teaching to the perceived needs of individuals in life and complying with the goals of the funding program. These points assist in keeping the overall purpose in mind so that goals are reached and that every classroom exercise leads to those goals. Effective delivery implies that teachers choose from more than the comfortable and the familiar, with specific focus on the sporadic time frame we have with adults and specific focus on where they are going. The tightening up of focus provides a base for accountability that will better enable these programs to continue. □

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# IT WORKS

**Edited by Darlene Larson**
*New York University*

## PARAPHRASE OR PLAGIARISM?

**Susan Lewis English**
*Guangzhou English Language Center*
*People's Republic of China*

In scientific and academic writing classes at the Guangzhou English Language Center (GELC), teachers and students recently came to an understanding of what constitutes an appropriate way to report the words and ideas of others. When reporting is done using direct quotation, reported speech, or paraphrase, along with a standard form for citation and list of references, it constitutes what might be called the literature review of a paper. When done without the use of these forms, it risks coming under the pejorative label of plagiarism. We have learned that rules for suitable reporting of past research need to be studied and practiced in scientific and academic writing classes.

The process of how one class came to such an understanding follows. The teacher had assigned as homework a description of a recent experiment in each student's scientific field of specialization. Some students returned with compositions which the teacher perceived as totally uncharacteristic of their previous writing. Starting with a class discussion, the teacher raised the question of the originality of some compositions. Some students responded by stating that they had in fact lifted entire passages from established scientific publications. These students defended copying as a valid learning technique as old as Chinese writing history. Other students explained that some of the passages in question were not copies in the usual sense but rather excerpts from long passages of memorized texts in their heads. Their compositions thus were by-products of their extensive use of rote learning in mastering the scientific English in their fields. The teacher in turn described the qualities in writing which are given the label of plagiarism and the possible consequences of plagiarism in academic work and scientific publication.

As a result of class discussion, different viewpoints were established and mutual understanding was enhanced. But understanding is only half the issue. The question remained as to what guidelines should be established for future writing assignments.

One answer appeared in McKay and Rosenthal's *Writing for a Specific Purpose* (1980:64-80), which introduces the techniques for using direct quotation, reported speech, and paraphrase. Lessons on these techniques were supplemented with examples of the conventions used in journal articles and academic papers for citations and references. One teacher turned to scientific articles and gleaned from them gambits used to introduce citations, such as the following:

X showed
as X explained
according to X
X's interpretation
X, commenting on the phenomenon, warned

Equipped with these phrases, students were able to incorporate the words and ideas of others into their later compositions to the satisfaction of themselves and their teachers alike. One student expressed pleasure at being able to "activate" in appropriate form some of the structures and vocabulary which native speakers had succeeded in publishing.

The above experience raises several issues of more general interest for the field of ESP. One is the question of how much of scientific and academic writing is in fact original as opposed to formulaic. Certainly the lexical, syntactic, and rhetorical choices are highly conventionalized within each specified field. It would be interesting to know how many phrases, sentences, or even paragraphs used by scientists who are native speakers of English are drawn from memory based on familiarity with the publications of others.

Another issue for ESP concerns the choice between general English versus specialized language for instructional purposes. Although the assignment of a composition on an unfamiliar topic has been questioned in terms of its relevance to the student's specific purposes, it nevertheless constitutes a challenge to the language learner to create original sentences. Students who are asked to write about the steps in an experiment with which they are so familiar that they can transcribe the process from memory can hardly be said to be learning something new from the assignment.

Finally, there may be implications for syllabus design based on our experience. Syllabus designers in ESP may find it useful to provide for explicit teaching of the conventions for reporting past research and the ideas of others in all writing classes in scientific and academic English. The use by students of techniques like paraphrase accompanied by citation, if learned successfully, may obviate the need even to address the issue of plagiariam. □

REFERENCES

McKay, Sandra and L. Rosenthal. 1980. *Writing for a Specific Purpose*. Englewood Cliffs: N.J.: Prentice-Hall, Inc.

ON TESOL '81

Edited by Mary Hines and William Rutherford

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# BOOK REVIEWS

## CLASSROOM PRACTICES IN ADULT ESL

(Donna Ilyin and Thomas Tragardh (Eds.). Washington, D.C.: TESOL, 1978. x + 209 pp. $4.50, $4.00 to members.)

**Reviewed by Richard Orem**
*Northern Illinois University-DeKalb*

According to the 1981 *TESOL Membership Directory*, roughly 23 percent of the total TESOL membership identified Adult Education ESL as either a primary or secondary interest group, making the Adult Education Special Interest Group (AESIG) the third largest SIG in the organization. Yet, if the size of AESIG is any indication as to the number of teachers in Adu't Education ESL relative to the rest of the profession, there is certainly good reason to feel neglected in the literature. Adult education ESL teachers can be characterized as part-timers, without formal training in the theory or practice of ESL at any level, probably certified at another level of education (elementary or secondary). Few have had any formal training in methods and materials of ESL, to say nothing about classroom management and the needs and characteristics of the adult second language learner. Many methods texts on the market today speak of the adult in terms of the university-bound or of those already enrolled in intensive English programs in academic settings. These language learners are usually already literate and highly educated in their first language. Their goals are academic and specialized. On the other hand, the "typical" adult education ESL learner has needs which are distinctly different, often of a "survival" nature. More and more frequently they are only semi-literate. In increasing regularity they are illiterate. In most cases, programs are marginally funded and staffed. Training needs are frequently met through hit-or-miss inservice provided by individual consultants, state agencies, or university programs. Due to limited staff development funding (which is becoming even more limited in this era of Reagonomics), systematic inservice training needs to be supplemented by giving teachers greater access to classroom techniques through professional literature. For this reason, Ilyin and Tragardh's *Classroom Practices in Adult ESL* is a welcomed addition to that literature.

Donna Ilyin and Thomas Tragardh have assembled in one handy and inexpensive volume over 40 articles which have previously appeared mainly in TESOL and TESOL affiliate journals and newsletters, articles which provide teaching hints on topics ranging from classroom organization and management to techniques for specific skill areas. In between are included tips for evaluation, materials, general teaching practices, cultural consideration and techniques for special programs. Altogether, these articles provide a cornucopia of ideas to help both the novice and the experienced ESL classroom teacher meet the chal'enge of the adult education ESL setting.

The selection of articles has been obviously strengthened by drawing on the experience and creativity of an advisory board representing geographic and professional diversity. These advisory board members are all well known as practitioners and teacher trainers in ESL.

The major weakness of such a collection may be in the possibility that the less experienced teacher may envision a program of instruction based solely on a cookbook approach without the necessary theory of instruction on which to base the total program for the adult learner in nonacademic settings. The editors provide a useful discussion of the characteristics of adult ESL programs in their introduction. Yet, with few exceptions, the articles individually make no mention of the nature of the adult second language learner as distinct from other learners. How are adults in nonacademic settings different in learning style and need from the child learner? From the academically oriented? Any differences are only implied in these discussions.

The collection also suffers from a lack of uniformity caused in part by the nature of assembling so many articles written by 47 different individuals and originally published in a variety of formats. For all this inconsistency, there are several selections which merit special attention. Sadae Iwataki's "Bridging the Cultural Gap" provides useful tips for avoiding many embarassing moments with the recently arrived Indochinese and other Asian students. Richard Via describes his technique for enhancing conversation in "Talk and Listen." Finally, Karen Bachelor, Jack Wigfield, and Monica Weiss outline in detail their approach to teaching literacy skills in "ESL Adult Literacy—Some Want to Read."

For all its usefulness, *Classroom Practices* is in great need of revision and updating. Many of the references to classroom materials have been made obsolete by the many fine new materials beginning to flood the market. Also, the list of TESOL affiliates needs to be updated or omitted. On the other hand, a bonus for the reader is the list of authors and their addresses, helpful information when trying to pursue an idea or when seeking to clarify a technique described in an article.

Finally, in case TESOL is considering a revision of this book, why not solicit original articles on current practice rather than simply compile separate pieces which have appeared elsewhere? Careful editing would then give the appearance at least, of a volume of classroom techniques worth serious consideration, instead of a volume which appears to have been pieced together with a very limited budget and short deadlines.

TESOL should be encouraged to publish more volumes of classroom techniques such as *Classroom Practices*. At $4.50, this volume can be an inexpensive, handy reference guide for the novice adult educator in the ESL classroom as well as for those adult educators who have been teaching for years, but who need a change of pace to enliven, their classrooms. They are sure to find something of interest in this collection. □

## IMPRESSIONS OF AN ANTHOLOGY: A RAPID REVIEW OF *IDIOMATICALLY SPEAKING*

(NYS ESOL BEA, 1981, $7.95 for nonmembers, $6.95 for NYS ESOL BEA members, plus $1.60 for postage and handling. NYS ESOL BEA, Box 185, Teachers College, Columbia University, New York, NY 10027.)

**Reviewed by Gary Gabriel**
*Hunter College*

I hadn't done much ESOL teaching of late. A six-week stint here, a few days of subbing for an ailing colleague there—not the stuff from which professional excellence derives, no matter how extensive one's previous experience. Growth and development only occur, if at all, as a result of continuity of performance.

So it was with trepidation that I stared down at a blank sheet of paper on which I hoped to sketch a first-night lesson plan. It was a Saturday evening, and I was trying to cope with the *What-Do-I-Do-On-Monday?* blues. Or, more accurately, *What-Do-I-Do-On-Tuesday?*—for on the following Tuesday, I was to return to the ESOL classroom in earnest, beginning an eight-week spring course for which I could now come up with no openers. Why this anxiety? Wouldn't the creative juices flow again, once I was back in the classroom? Or had the old well run dry?

I needed contact with the mainstream—ideas, reassurance, perspectives from the field. And so I reached for the book nearest at hand: the New York State English to Speakers of Other Languages and Bilingual Educators Association collection of selected articles from the organization's newsletter *Idiom*. Entitled *Idiomatically Speaking* and edited by Jean McConochie, Ellen Block, Gay Brookes, and Barbara Gonzales, the book is, in a narrow sense, a compilation of articles from ten years of *Idiom*; in the broad sense, it is a celebration of NYS ESOL BEA and a decade of sharing academic convictions, insights, and techniques among its membership via the newsletter.

I was no stranger to the anthology. I was well aware of its pained, painful history; I even had an article in the book myself. But now, in my quest for Instant Inspiration, what did I really expect to gain from a non-stop weekend reading of a series of 1970's articles by mostly New York-based teachers? Well—desperate ills, desperate remedies; and desperate, I was. Besides, I had never read the book all the way through; like chicken soup when you've got pneumonia, it might not help but it couldn't hurt.

So I took an intensive, twenty-four-hour reading course. I was a student body of one; my faculty was the *Idiomatically Speaking* collective authorship. I read almost without interruption; it was a rewarding, if exhausting, experience.

The articles are arranged in eight sections plus appendix. The first section, Our Profession, consists of a single article: an address by Harold B. Allen entitled "What It Means To Be A TESOL Professional." After that article, I was ready to quit the

*Continued on next page*

## BOOK REVIEWS

*Continued from page 29*

profession! I mean, who could possibly measure up? The preparation, the awareness, the diligence Dr. Allen argues for—well, I thought, press on; we can't all be champions. Then I had second thoughts. We can all aspire; perhaps it is that urging toward the aspiration itself that is Dr. Allen's clarion call.

Section Two: Approaches to Teaching . . . Ah, now we were getting down onto my here-and-now territory. John Haskell's comments on the Silent Way, Iren Dutra's impressions of Community Language Learning and Suggestopedia—I was at once reminded of both how innovative and experimental the 1970's often were, and at the same time how discipular, even apostolic some of us sometimes were about this "way" or that "method." Larry Anger's suggested checklist ("Some Priorities for a Good ESL Class") was a reminder of how essential self-monitoring is, and of the importance of standards by which we can test, measure, even evaluate ourselves professionally. Who, however, is to decide what constitutes a "good" ESOL class? I wondered.

To this one reader, perhaps the most arresting article in this section was the retrospective, by Mary Coit and Arnold Kaltinick, of the classroom devices practiced and perfected by the late Milton McPherson ("Exploiting the Environment: The McPherson Approach"). I had visited Mac's classes myself at New York University, and frankly, I had forgotten how much I had forgotten (*sic*). Here was a teacher doing wondrous things in the classroom, too involved in his work to get out and talk about it but always altogether welcoming to visitors, expected or unexpected—and only he, his students, and a few observers knew what he was doing and why. Yes, there's a certain amount of unsung heroism in the ESOL classroom.

I was rolling now. I enjoyed Section Three (Lessons That Work) not only for the many practical suggestions by Darlene Larson and confreres, but also because of the stimulus effect: I remembered ideas of my own that I could incorporate into my impending classes. Yes, this section set off a chain of recollection and recall—and the utter simplicity of some of the lessons in the section was further inspiration; the artistry seemed to lie in that very simplicity.

The book reviews in Section Four were the least useful to me vis-a-vis my immediate needs, but they very effectively chronicle what was happening in the profession during the 1970's, and how a handful, at least, of professionals felt about those happenings. But are ESOL texts really "reviewed"? Is this very article, for example, a "review" in the true sense? A reviewer, it would seem, should possess appropriate credentials and should be practicing the critical craft consistently, applying uniform standards to all the works that fall under consideration. What *Idiom* published, and still publishes, as "reviews" were actually comments by a teacher about the effectiveness, proven or projected, of a textbook often by another teacher. I'm not sure that this constitutes genuine criticism. Still, it's fair commentary; without it, many worthy texts might well languish in relative obscurity.

Sections Five (Research Reports), Six (Cross-Cultural Insights At Home), Seven (Cross-Cultural Insights Abroad), and Eight (Speaking Out) consist of informative, often provocative articles about a wide range of sociolinguistic and psycholinguistic concerns; the articles ask, collectively, who our students are, what their needs and wants appear to be, and where they seem to be coming from—in both senses of the phrase. My own article, on reexamination, seemed overly formal, compared to the refreshing informality of most of the other contributions. But then, I had just completed a dissertation at the time of the writing; I'm afraid I tended to write even a postcard as if it were going before committee.

Barbara Gonzales' touching little recollection, "The Trouble with Juan," struck this reader as the most meaningful, perhaps even the most disturbing selection. I knew that when I walked into my own classroom that following Tuesday evening, there might well be a Juan or a Juanita on the scene. Would I be perceptive enough to sense the presence? Resourceful enough to deal with the situation? I pondered all this, as I turned to the final section of the book: The Appendix, and its reminiscences of the late Ruth Crymes.

An effective juxtaposition, this. At the beginning of the book, Harold Allen states the qualifications of the real professional; the book ends with an intimate, affectionate personification of that professional—a profile of a human being who was, according to those who knew her, all that we should each aspire to in our continuing quest for professionalism. Small wonder that *Idiomatically Speaking* is dedicated to the memory of Dr. Crymes.

*Continued on next page*


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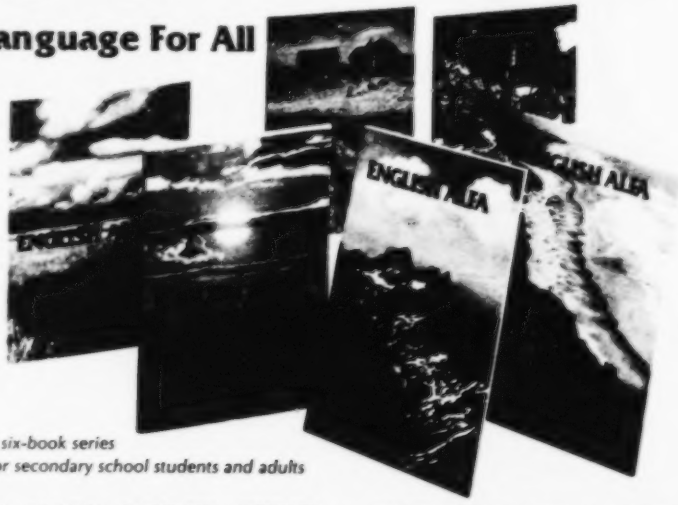


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## BOOK REVIEWS

*Continued from page 30*

My marathon reading feat paid off. The wheels, properly oiled, were beginning to turn. And I liked the anthology. The articles seemed to have held up over the years, and the compendium as a whole serves as a model of what regional organizations can do—given the required resources—in the recording and sharing of ideas, insights, and encouragements that we can all use, often, at the most surprising moments. And now I was once again in a teaching mood. I set about planning my lesson—a topical little language experience based on the lyrics of the song "Spring Is Here," and appropriate, I thought, to the then-current balmy weather.

But there was no Tuesday evening class at all. The April Blizzard of '82 struck, and schools closed for the day. Ok, I thought . . . Spring Will Be A Little Late This Year. But when it comes, I'll be ready.

And I think I was. Thanks, NYS ESOL BEA. □

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## *REPLY REQUESTED*

(by Richard Yorkey. Reading, Massachusetts: Addison Wesley Publishing Company. 1981)

## *CHECKLIST FOR VOCABULARY STUDY*

(by Richard Yorkey. New York City: Longman Inc. 1981)

## *THE ENGLISH NOTEBOOK*

(by Richard Yorkey. Minerva. 1981)

**Reviewed by John Haskell**

If you wanted to pick a book by a writer who can write; who not only knows what he is talking about but who tells you what you want to know, just look at the books and articles by Dick Yorkey. I have often said that in TESOL today, there are three or four truly great teachers, who, still, by their example, through their writings, offer help to the rest of us in the tradition of Mary Finocchiaro. Teachers such as Earl Stevick, Virginia Allen, Darlene Larson and Dick Yorkey are not only field tested, but remain in-the-field oriented, ever striving for better ideas through trial and error, through their creative, often innovative thinking and sustained interest in the classroom,—the ESL classroom. One need only look at their writings to see the continued diversity of their thinking, their interest, their concerns, their gifts to us.

If Dick Yorkey had written only his *Study Skills for Students of English as a Second Language* (McGraw-Hill: 1970, revised 1981) he would have provided a seminal volume in the field. Add to it, however, the *InterCom (International Communication) Series* (American Book Company; 1978) and you can see the breadth of the creativity his writings represent. Last year, in a blitzkreig of publications, Yorkey produced, yet again, three very useful volumes, each as different as they are practical.

*Reply Requested*, is certainly one of the most thought provoking sets of materials on the market today. Those teachers who want language and culture in a format that is current and immediate, will be pleased to see the innovative ways in which Yorkey presents Ann Landers' columns. There are few more "American" cultural stereotypes than the 'advice to the lovelorn' column. These columns have moved from the realm of 'should I accept the proposal from Johnny or Jimmy?' columns to questions (and intelligent answers) on topics as diverse as herpes and wedding invitations. In *Reply Requested*, Yorkey has selected thirty Landers columns on such typical American (or universal?) problems as a newlywed husband watching TV in bed, dieting diners, feeding the babysitter, married chi'dren living at home, parent's opinions of children's choices for friends, lovers, spouses, and the like, and the myriad of other social disasters and successes which at times seem to engulf us—or frustrate us, anyway.

Each 'letter' is accompanied by a vocabulary list, a set of straightforward factual questions which help to insure at least surface comprehension, and Notes on Language Use special items in the letter which might benefit by some further explication. In one chapter, for example, the term 'white lie' is explained and the question is asked: "What is a white lie called in your language?" Each lesson (letter) is also accompanied by a set of discussion questions which lead to the Language in Life section. This section asks the students to take the notion or idea discussed in the letter and relate it to events in their own lives. In the "white lie" lesson, for example, the idea of a white lie is discussed first in terms of its form (the structure, the kind of questions asked and the reply), some possible situations or requests are offered to which a white lie might be an appropriate or expected response, and then the students are asked to suggest what kinds of white lies they might use in response. In this lesson a set of 'role plays' are also presented for the students to enact and this is followed by a Letter Writing exercise in which the students are asked to write an answer to the letter (the problem) which they have been discussing. Finally, each lesson includes Ann Landers' reply and the students are asked to discuss how they feel about her reply.

If you have ever had trouble thinking of ways to get your students actively participating in conversations on topics that would interest them, on which they could express their own opinions, without fear, this volume is perfect. Students can discover and relate to the similarities and differences between their cultures and those of the US through a look at very personal, very real—social problems. I believe that secondary school age students and most adult groups (and teachers) would find this volume to their liking. You will certainly find out a lot about your students' attitudes about the US and American culture by offering them the opportunity to discuss the topics in this book. The lessons, by the way, need not be done in any order; it is not a syllabus. The various letters can be selected for currency or appropriateness or interest as the teacher or the students' wish. I am sure, however, that you will, in whatever order, want to try them all.

There are a number of 'vocabulary' type texts on the market at present, and while I might have wished for a different, less crowded set-up for each page, the content of Yorkey's book *Checklist for Vocabulary Study*, is the very best. If I could only give my students the information in the preface 'To the Student,' I would have given them more than most students ever get in an understanding of how words in English are 'put together.' It suggests to the student how English uses prefixes and suffixes, how these elements determine or signal the class or list into which the word is placed (noun, verb, adjective, and adverb) and to what extent meaning is also given, adjusted, expanded, etc. The book is to be used in conjunction with a dictionary and students will find that their dictionary skills will increase with each exercise. One of the most difficult tasks a student has in using a dictionary is finding the right meaning and then selecting the right form of the word for his use. This book is divided into Checklists, units which deal with one particular suffix or group of words with similar suffixes Checklist 4, for example, deals with -tion and its various forms. Words are presented in a list which shows the noun, verb, adjective and adverb forms (if they exist) and in this case, separates the words into smaller units depending upon the spelling convention that dictates the form of-tion ending the words take (ie., words that end in the 'silent -e', words that end in '-fy', etc.) The Checklist is then followed by a number of different kinds of 'fill-in-the-blank' (or choose-the-right-word and form-of-the-word) sentences (exercises). In some cases the word is given and in some exercises the student is asked to select the right word and the right form from the words in the Checklist. At the end of each group of four Checklists there are two Crossword Puzzles for the student to do, using words from the preceding four Checklists. The clues are given in the same type of 'fill-in-the-blank' sentences that make up the exercises which accompany each Checklist. (If you have any doubts about answers, as I always do in texts that offer puzzles and 'meaningful' exercises, you will be grateful for the answers found at the end of the book for all the exercises and puzzles.)

The Checklists themselves are also interesting in that while all of them are made of fairly common words (drawn from the word lists of either Praninskis or West), and most of the Checklists contain words, many of which have all four forms, there are other kinds of Checklists. One, for example, contains a set of words, none of which have a verb form, another which lists words which have only a noun form, and another which lists words which have only adverb and adjective forms. (I learned a lot myself.) At the end of the book there are four Review Quizzes which can be used to check students' progress. Guessing is certainly one of the most important skills that ESL students need to master if they are ever to be able to be creative and to read with speed (and pleasure) in English. The vocabulary exercises in this book will go a long way in helping the student to acquire the kind of 'how to psych out a word' skills that are requisite to being able to read and write (and understand what people say) in English. I think that any intermediate or advanced ESL student, par-

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## BOOK REVIEWS

*Continued from page 31*

ticularly at the secondary or adult level will find this book useful. It is the kind of volume that is a must for any student who intends to read and write in English, successfully.

*The English Notebook* is subtitled Exercises for Mastering the Essential Structures, and the preface states that the 88 exercises which it contains are "created to help intermediate-level students of English as a Second/Foreign Language practice and reinforce some of the basic grammatical forms and sentence patterns of English." The book has an intriguing cover, that black speckled cover of one of the more common types of note-taking book, a picture of "the class" on the inside cover, including the teacher (Yorkey, himself), and what at first glance seems like a boring inside. But once over the hump of cheap (but easy to write on) paper and a fairly colorless page after page of exercises, a more careful look will turn up a typically Yorkeyan presentation that is clear, clean, packed with good exercises (and examples) and not a little information both in the form of "notes on usage," notes on form, and such incidental information as the adjective forms for various countries and the nouns used to describe the language of that country.

All in all it is an excellent review text for any student (and many a teacher). *(If more teachers would go through a book of this type they might find themselves a little surer and a lot more accurate about the explanations and presentation techniques they use to present grammar.)* As with the other Yorkey Books, I learned a lot myself from using this one. I bet you and your students will too. □

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## *SCI TECH: READING AND WRITING THE ENGLISH OF SCIENCE AND TECHNOLOGY*

(Karl Drobnic, Sharon Abrams and Marjorie Morray. 132 pp. Culver City, CA: ELS Publications, 1981)

**Reviewed by Paul Roberts**
*Free University of Berlin*

This is a highly useful book for teachers of students about to enter scientific and/or technological studies at the university level. The ESL student who is not yet ready to attempt authentic materials is the primary audience of this book. The authors have done an excellent job of analyzing textbook prose and then developing a format incorporating the major organizational features of textbook writing into their units. The basic format found in many texts has been followed in putting together the units of this book; i.e., introduction, development, focus, implication(s). These four strategems have been labeled overview, history, focus and concerns for today within the five units of this book. The five units deal with the physical sciences, the earth sciences, the life sciences, mathematics and applied science. The individual lessons contain a number of language learning exercises which directly correlate with the readings but have a distinct advantage in being easily expandable to cover any area of difficulty that might arise. The language analysis exercises deal with such crucial elements as vocabulary building, punctuation, classification, definition, chronology, cause and result, reference, etc. The reading comprehension sections include information gathering, interpreting a graph, diagram or map. The exercises then round out with three writing types: controlled, guided and free. These give the student valuable practice in sentence construction (structural), sentence-type construction (notional) and paragraph production. In addition, the fourth lesson of each unit, entitled Concerns for Today, particularly lends itself to discussion and elicitation of student insights, as do the free writing exercises at the end of each lesson.

Several of the advantages of this book will be of special interest to the EFL/ESL teacher. First, the exercises require no expertise beyond that of normal English language teaching. Second, the material is quite suitable for presentation using the standard methodologies of today. The success of the lessons is not dependent on the bringing of vast amounts of realia into the classroom. And finally, units of no particular interest to a certain group of students may be omitted without significant disruption. An answer key for the appropriate exercises is included at the back.

This is a fine book. Material has been provided which is intellectually interesting, valid and oriented toward proven techniques of language teaching. Teachers can expect an enthusiastic student response to these lessons which will lead to a stimulating teaching experience. It is an excellent introductory text for both teachers and students about to enter the fascinating world of English for Special Purposes. □


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## COPING WITH THE MULTI-LEVEL CLASSROOM

*Continued from page 1*

open-entry enrollment policies or irregular student attendance due to illness, job conflicts, etc. Most adult ESL classrooms face some or all of these problems. Further, the current political climate often means less money for programs. This lack of funds regularly translates into larger, multi-level classes. At this point, individualizing is more than a good idea . . . it may be the only way to cope!

By individualizing, I'm not suggesting that each student should work alone a great percentage of the time. Certainly communication training doesn't lend itself to such an approach. Nor am I suggesting a return to the days when each student spent hours listening to taped audio-lingual drills. While A-L activities can be useful at the practice phase of learning, individualization goes far beyond that stage.

The key to effective individualized instruction is the creative use of grouping methods that allow students to work on a variety of tasks in a variety of contexts. The purpose of this article is to discuss these grouping methods and to suggest ways that the materials and activities you are currently using, as well as new ones, may lend themselves to use in an individualized setting.

The grouping strategies I find most effective are "small groups," "duets," and "solos." "Small groups," identified by Sawkins (1978), usually consist of three to six students. The specific activity determines whether those groups are skill-level homogeneous or heterogeneous. "Duets" and "solos" have each been discussed by Ganserhoff (1979). "Duets" are pairs of students working on a single activity. "Solos" are activities engaged in by a lone student. As a sub-classification of "solo," one can include "solo-automated" activities, which involve a single student working on a task that requires the use of some electronic medium (e.g. tape player, video player, Language-Master, etc.).

One should consider the phase of instruction for which each of these grouping modes is most appropriate. Escobar and McKeon (1979) have identified the four phases of learning any element of language, and therefore the logical blueprint for any ESL lesson, as follows:

Phase I. Establishing Meaning.
Phase II. Practice (including structural manipulation).
Phase III. Purposeful Student Communication (student using language for his/her own needs).
Phase IV. Review, recombination, or reteaching.

In the course of this discussion of the modes of grouping, the particular phases in which each method is most likely to be effective will be noted.

### Small Groups

According to Olmstead (cited in Sawkins, 1978), effective small group instruction is predicated on the acceptance of three premises:

1. Groups of "reasonably capable" adults are able to learn independently, given the cooperation of the teacher.
2. Teacher control of all discussion input is unnecessary for the creation of a valid learning experience.
3. Maximum learning is contingent upon groups accepting responsibility for their own progress, thus becoming less dependent on the teacher.

The primary advantage of small group instruction is a dramatic increase in student interaction and communication. This increase is both quantitative due to the increase in the time each student is speaking, and qualitative arising from the necessity of being understood by peers. This shift from a teacher-centered interaction to a student-centered model also leads to students becoming comfortable offering ideas and suggestions without feeling that they are being disrespectful to the teacher.

The optimal size of a small group is determined by the nature of the educational task in which the group will be engaged. For example, Verschelden and Harbers (1976) suggested that when students are grouped to provide skill-level homogeneity, beginning level students should rarely work in groups larger than three.

In addition to skill-level, several other criteria may be used in determining the makeup of a group for a particular task. Among these factors are sex, cultural background, and individual personality conflicts/friendships. Sawkins (1978) noted that a teacher with several students who tend to monopolize discussions may wish to place those students in one group, thereby requiring them to share the available time. This will also allow the less verbal students more opportunity to participate. The nature of the group task may well determine the selection criteria. The characters in a roleplay, for example, may determine the age and sex makeup of the group. Discussion of issues and values are frequently more exciting if group members come from a variety of cultural backgrounds. Long (1977) pointed out that many groups form naturally due to respect, friendships, and dislikes among the members.

Since most teachers have their classes engage in various large group activities, implementing a small group task often requires only the identification of a way to make the teacher less essential in some or all parts of the activity. For example, you may wish to introduce an element of language to the whole class prior to dividing the students into small groups. In breaking up the large group, the students may be assigned to groups according to their skill level and then given a task that requires competency at their present level. A student who has mastered the skill may be assigned to function as the group leader. This allows you to circulate among the groups offering suggestions and evaluating progress. In tasks calling for specific correct results, write out basic instructions and answer keys and give these to the group leaders, who take responsibility for group self-correction.

While the variety of activities available make any grouping strategy possible for any phase of instruction, the interactive nature of small groups makes (II) Practice and (III) Purposeful Student Communication the most relevant phases of learning for this grouping mode.

While students are working in small groups, the teacher should remember that the objective is the process as much as the end product. You won't catch all the errors, but the vast increase in student "talk-time" seems more than a fair trade-off.

### Duets

"Duets" are activities in which two students work together on a specific task. As with small groups, a variety of considerations are involved in duet grouping. Byers (cited in Olsen, 1980:9) encouraged frequent regrouping of duets stating that:

> The frequent changing of partners is based on the idea that it is better to be able to communicate effectively with many different partners than with only a few partners who are close friends. The frequent changing of partners produces useful results. Some learners catch on . . . very quickly; others are less quick to catch on to directions. With changing partners, the quicker learners soon teach the slower learners how to play the game.

Nabokov and Ramirez (1979) identified four modes of peer-mediated (duet) instruction:

1. *Tutorial.* In this mode, a higher level student helps a lower level one. This strategy serves to solidify the knowledge of the tutor while the lower level learner gains the educational benefits of personalized instruction.
2. *Instructional.* In this mode, the teacher identifies a series of skills that the students need to learn. One student is assigned the task of providing instruction in a skill which s/he has mastered.

*Continued on next page*

## COPING WITH THE MULTI-LEVEL CLASSROOM

*Continued from page 33*

Students work through this series of peer-instructors (i.e., tutors) until they are qualified to function in that role.

3. *Mechanical.* A student monitors the responses of another student on predetermined questions. The monitoring student simply identifies the responses as correct or incorrect and does not engage in instruction.

4. *Transactional.* Two students at equal skill levels engage in a problem-solving activity requiring them to pool their knowledge. This mode facilitates the use of spontaneous, original language.

Implementing the tutorial, instructional, and mechanical modes simply requires that the teacher gives one student the teacher's guide or an answer key for an activity. Transactional duet activities are often most successful when students are given tasks that are open-ended and do not have a specific correct or incorrect response (e.g., the task of identifying the pros and cons of a given social issue). Such activities often encourage fiery discussions involving a great deal of communication.

One of the most exciting and useful types of transactional duet activity is the "dyad." Identified by Olsen (1980), a dyad is "any group of two students working on a specified task in which one student has different information than the other." Two roles exist within any dyad. These roles are referred to as "monitor" and "performer." Throughout the dyadic experience, the members exchange roles. Many classroom activities may be adapted for use in a dyadic setting. Olsen went on to suggest the following procedure for adapting materials to the dyadic mode:

1. Make the exercise twice as long as usual.
2. Provide at least two items (or a multiple of two) for each skill covered.
3. Divide the exercises into two parts, one for each member of the dyad.
4. Alternate the cues and answers to facilitate the shift between the monitor and performer roles.

Because the tutorial and instructional types of duet activity feature a student who has mastered a specific skill working with a student who has yet to achieve competency on that skill, these structures for interaction lend themselves to use at the (I) Establishing Meaning phase of instruction. The mechanical mode is most likely to be helpful for evaluation, a key in the (IV) Review phase. Finally, transactional instruction, especially through dyads, is an excellent way to provide (II) Practice and (III) Purposeful Student Communication.

### Solos

"Solo" activities are those in which a student may engage alone. When an electronic medium such as an audio or video tape or other teaching media is added, the activity is referred to as "solo-automated."

Solo activities are not necessarily in-class activities. Finocchiaro (1974) suggests, for example, that little or no writing practice should take place in class. Solo activities are, by definition, those which may be completed without the constant assistance of the teacher or another student. Such lessons make effective homework assignments, thereby freeing class time for communicative activities which students cannot do alone.

The simplest method of transforming existing material for use in a solo context was suggested by Ganserhoff (1979). She urged teachers to cut lessons from textbooks, to rearrange and supplement them as necessary, and to place them in folders for individual student use.

Some solo activities involve giving the student incomplete data. For example, the student may receive a dialogue with one speaker's part completely

*Continued on next page*


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## COPING WITH THE MULTI-LEVEL CLASSROOM

*Continued from page 34*

or partially deleted (Taylor, 1976), a cloze procedure story, or a cartoon with the characters' conversation eliminated (Rigg, 1976). The student's task is to fill in the missing words or lines, based on the information given, so as to create a complete, meaningful story or dialogue.

Other solo activities give the student a complete set of information such as a paragraph or a story. The student is required to respond based on this data. The response may involve multiple-choice or short-answer comprehension questions or the writing of a particular type of question (Bright, 1978).

Solo activities are not limited to paper and pencil lessons. Fitzgibbons (1980) suggested that teachers make cards with variant spellings of the same sound (e.g., /aɪ/ as in "night," "eye," and "fly."). Students match the sounds and check the answers on the back of each card. The strip story (Gibson, 1975) may be converted into a solo reading/sequencing activity by pasting a picture to the back of a reading passage. The passage is then cut into strips. When the sentences are placed in the correct sequence, the strips are turned over to reveal the complete picture. Multiple choice activities become self-correcting when each item is placed on an index card and a pencil-sized hole is punched next to each possible answer. The student puts a pencil through the hole representing the answer s/he chooses and reverses the card to reveal a circle drawn around the correct choice.

As has been noted, solo-automated activities are not limited to audio-lingual practice, although they certainly are useful for that. To move beyond A-L and thus avoid the boredom so often resulting from an excess of this approach, you can design the activities so they don't allow the student to remain passive. By including a reading and/or writing activity in a listening/speaking exercise, the student is encouraged to become involved with the lesson. This effective element (i.e., learning by doing) increases the probability of a successful learning experience. In addition, the use of tapes containing varied voices, "real" English (e.g., "gonna" rather than "going to"), and instructions for the student to stop the tape to do the writing component serve to keep the student actively participating.

A great deal of existing print material may be modified for solo-automated use by taping the instructions that would normally be given by the teacher. Stern (1972) suggested rerecording existing tapes in three versions. For the students who learn new material very quickly, much of the repetition can be deleted. Average students can use an unmodified version. Students who require a great deal of repetition and practice receive a version of the tape in which the practice section is repeated.

A wide variety of realia may be incorporated into solo-automated activities. Television and radio commercials certainly constitute a stimulus which students regularly meet outside the classroom (Hafernik and Surguine, 1979). Taped class lectures can be excellent for helping students involved in academia learn to take notes (Coltharp, 1969). A series of sound effects can form the basis of vocabulary identification lessons for beginning students or writing lessons for intermediate and advanced students (Hares, 1978). The possibilities are limited only by the teacher's imagination and energy.

Solo activities are most likely to be useful at the (II) Practice and (IV) Review phases of learning. The addition of an automated component adds (I) Establishing Meaning to the list of phases for this mode.

### Conclusions

In this article, I've suggested ways that you can modify the materials and methods you are currently using in order to individualize your ESL class. The step will help transform your classroom into a more active, student-centered learning environment. While the effort expended, particularly in the initial stages can be immense (i.e., teaching as an aerobic activity), the payoffs are more than commensurate. Increased student skill acquisition is, of course, the primary function of individualization. However, I think you'll also find an equally valid, though less tangible result: By virtue of placing more responsibility on the student, the individualized classroom becomes a context for sharing and personal growth. And as a teacher, it's great fun. □

Figure 1

Grouping strategies appropriate for various learning phases

| | Small Group | Duet | | Solo | |
|---|---|---|---|---|---|
| | tutorial, instructional | mechanical | transactional | solo | automated |
| I. Establishing Meaning | | X | | | X |
| II. Practice | X | | X | X | X |
| III. Purposeful Student Communication | X | | X | | |
| IV. Review, Recombination or Reteaching | | X | | X | X |


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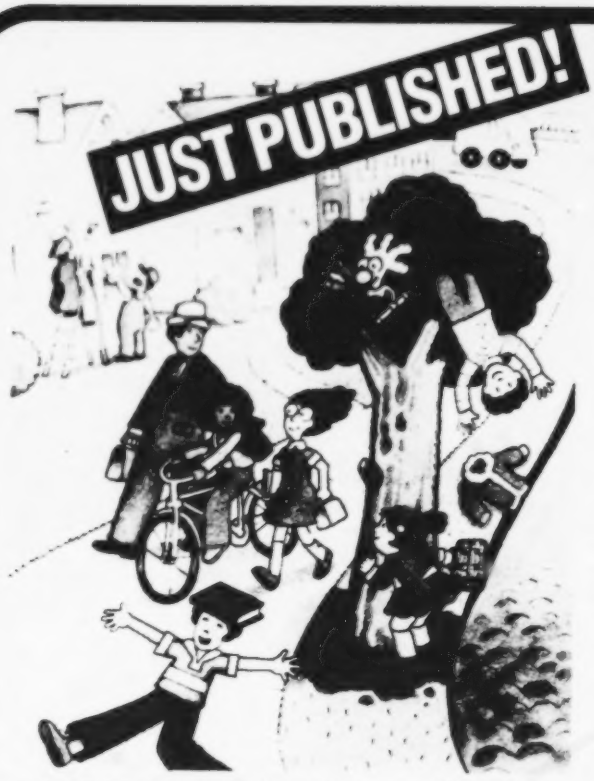


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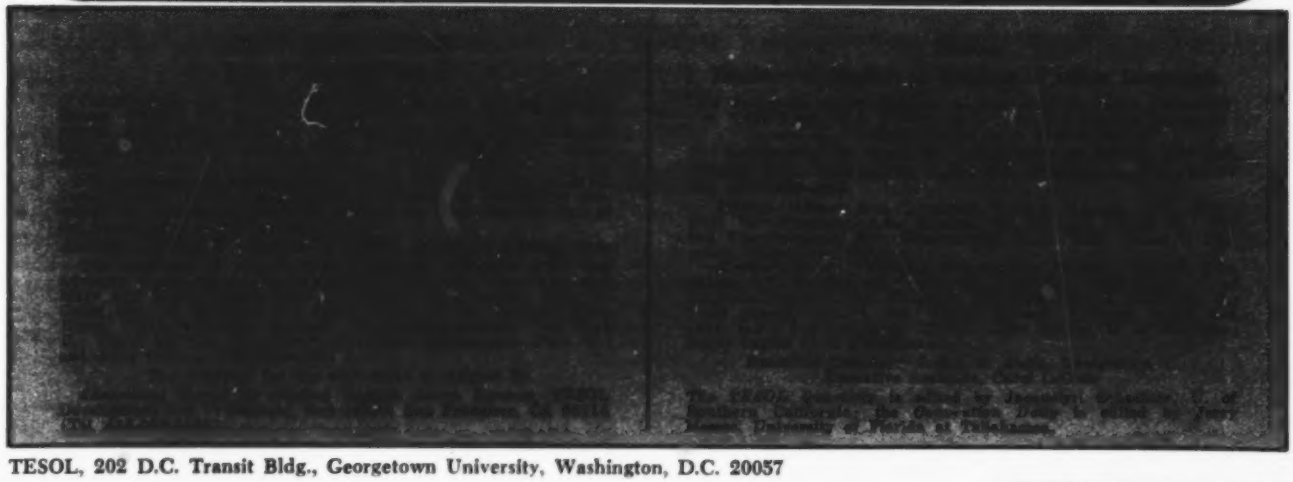

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North York Board of Education,
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Assoc. Program Chair: Dick Orem
Northern Illinois University at De Kalb

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# THE CARE AND NURTURING OF THE ELEMENTARY AND BILINGUAL TEACHER

by Marsha Santelli
*Chicago Public Schools*

The Elementary School Teacher, someone who often is overlooked and neglected, is a rare type of professional, especially since the general population does not look upon elementary teachers as professionals. One of the things we know best is that the learner must be involved in the learning process. . . .

Elementary teachers understand and work with the child's mind, a mind that is discovering and growing, a mind that cannot draw upon years of experience, a mind that, in fact, operates primarily at the concrete level and usually not at the abstract level. Our elementary teacher training includes courses on child development, educational psychology of students in varying age groups, and how to employ methods and strategies that encompass this knowledge when teaching a monolingual English-speaking child.

For those of us who happen to be bilingual, whether by choice or by accident, an option is available which monolingual English-speaking teachers do not have: we can deliver the instruction in our other language. Thus, if we have students who speak our other language and are not yet fluent in English, we can instruct them bilingually. And, especially in the last few years, there are teacher-training institutions which offer methods courses for those who plan to teach in bilingual programs.

Some elementary teachers, whether

*Continued on page 5*

# SIGHTS SET ON TORONTO FOR 1983 CONFERENCE

The TESOL '83 logo conveys the international nature of the gathering symbolized by the globe and highlights Toronto itself, an exciting metropolis of close to three million speakers of well over 100 languages. Finally, the inclusion of the TESOL acronym conveys the Local Committee's pleasure in welcoming TESOL and its members to this city.

## Program Plans as of September 1

The Call for Participation was widely circulated with a deadline for submission set at the end of September. Readers of proposals were solicited from past and present Officers, Interest Sections and Affiliates and each reviewed between 20-60 proposals.

Two planning meetings have been held,—the first in Toronto in May, and the second in Evanston, in July at the time of the TESOL Summer Meeting. During these two meetings, the blueprint for the '83 convention was drawn and the building begun. But, of course, it will remain an empty shell until the program is assembled, and uninhabited until the Conference itself.

TESOL '83 will be held in two downtown Toronto hotels—the Sheraton Centre and, immediately across the street, the Westin—from Tuesday, March 15, 8 a.m. through Sunday, March 20, noon.

Tuesday will be devoted to:

1. Educational visits to a selection of the many ESL, bilingual and French Immersion programs and to the institutions which

*Continued on page 4*

TESOL TORONTO '83
SHERATON CENTRE MAR 15-20

## President's Note to the Members

Most of you know by now that during the Legislative Assembly of TESOL '82 in Honolulu a reorganization plan was approved. Despite the fact that the proposed plan had been circulated widely over a long period of time, now that it has become reality we all need to shift a few gears in order to make the revision operate well. In this brief note I want to call to your attention the fact that it is no longer necessary to change the constitution in order to add new Interest Sections to our organizational structure. It is beneficial and exciting for our organizational growth and diversity to be able, at last, easily to nurture new groups of members who wish to pursue together their common interests.

We look forward to expanding the variety of Interest Sections that already exists. Diverse though we may be, there are several professional interests whose absences seem curious. New members sometimes expect to join our interest group on teaching composition, or one on reading in a second language. They are surprised that such groups do not exist. Literacy, language testing, English for special purposes, and administration of ESOL programs are other areas often mentioned as those that should be TESOL interest groups. Members interested in computer-assisted instruction and others in teacher education have been hampered in the past from pursuing their special interests together as designated TESOL groups due to the former constitutional hurdle. No doubt you can think of other areas of our profession which could be stimulating focuses for interest sections of the future.

How do groups establish themselves now? By petitioning the Executive Board through the Interest Section Council. "Section V, Interest Sections," of the revised bylaws will give you the specifics. In general, fifty members should indicate their willingness to consider the new group their primary interest, and the Executive Board will be looking for "evidence of the professional interest having been represented by colloquia, workshops, papers, or other programs for the past two consecutive annual TESOL conventions."

Let us hear from some of the important areas of our profession that have not yet been designated interest groups in the TESOL organization. Write to me if you have questions. I look forward to bringing other topics to your attention in future "Notes to the Members" in the *TESOL Newsletter*.

**Darlene Larson**

## TESOL MEMBERS

*Editor's Note: The following is self-explanatory. The text hangs in a prominent spot over the copying machine in the TESOL Office at Georgetown University.*

- A TESOL member is the most important person in the field.
- A TESOL member is not dependent on us; we are dependent on him/her.
- A member is not an interruption of our work; he or she is the purpose of it.
- A member does us a favor by coming in; we aren't doing him/her a favor by waiting on him.
- A TESOL member is part of our organization, our office, our concern, not an outsider.
- A member is not just money in the cash box; a member is a human being with feelings like our own.
- A TESOL member is a person who comes to us with needs and wants; it is our job to fill them.
- A TESOL member deserves the most courteous attention we can give him/her. Members are the lifeblood of our organization; they pay our salaries, and without them we would have to close our doors.
- Almost anyone who calls, writes, or comes in person—if not already a member—is a prospective TESOL member.

## FUNDING FOR SPECIAL PROJECTS

Over the past two years TESOL has made limited funds available for Special Summer Institute Projects. The purpose of these grants has been to enable members from diverse geographical locations who might not otherwise have the opportunity to meet together intensively to work on projects that would benefit the entire TESOL membership and profession to do so at the Summer Institute. TESOL's financial support has been intended to partially cover supplies and materials, travel, and housing costs.

The Executive Board intends to continue this policy. The 1983 Summer Institute, to be held at the University of Toronto from July 4 through August 12, and the 1984 Summer Institute, to be held at Oregon State University in Corvallis, are both proposed as ideal gathering places that would be conducive to this kind of work. However, since the Executive Board does not wish to limit its support only to those members who can come to the Institutes during the summer, it is also prepared to consider proposals from members who are interested in undertaking such projects, but who would find it more satisfactory to meet at another time or in a different locale. Therefore, any group of members who feels that its project would benefit TESOL both as an organization and as a field is invited to submit a proposal for funding.

*Types of Projects*

The Executive Board will consider proposals on a wide range of topics. Some possible topics include the following, but others are welcome, too.

1. Specialized annotated bibliographies focusing on specific academic issues (e.g., testing, ESP) or audiences (e.g., intensive ESL programs, ESL in elementary schools)
2. Informational documents for general or specific audiences (e.g., parents, administrators, funding agencies, government agencies, other professional groups) addressing such topics as:
   - what TESOL (as a profession and/or organization) is and does
   - how to set up an ESL program
   - how to evaluate an ESL program
   - what program administrators need to know
   - what public school officials need to know
   - how to plan an affiliate conference
   - how to mount an effective affiliate membership drive
   - how to effect changes in legislation
3. Lists of resources and services available in specific areas (e.g., metropolitan New York City) or from specific agencies (e.g., TESOL, USIS, CAL)
4. Guidelines for:
   - applying for a grant
   - selecting textbooks
   - drawing up a curriculum
   - setting research priorities
   - conducting research

*Criteria for Funding*

1. It must be clear that a finished product will result from this effort.
2. The product must be important to the profession and benefit both TESOL and the field.

*Procedure for Submitting Proposals*

Proposals must include:

1. an explanation of the need for the project and the anticipated benefit of the product (i.e., who it will help and how);
2. a description of the final product and how it will be disseminated;
3. a list of the names and addresses of all project participants, with one designated as the contact individual; and
4. a budget indicating supplies and resources needed, housing and travel costs, etc.

*Deadlines*

Proposals must be received by *January 15, 1983*. Proposals which require further explanation or refinement will be returned for revision. Revised versions must be received by *March 1, 1983*, and will be reviewed and discussed by the Executive Board at the Toronto convention.

Proposals and/or inquiries should be sent to:

Barry P. Taylor
English Program for Foreign Students
University of Pennsylvania
21 Bennett Hall D1
Philadelphia, PA 10104-3467
Telephone: (215) 898-8681

# TESOL JULY HIGHLIGHT: SUMMER MEETING

The fourth annual TESOL Summer Meeting, July 16-17, took place on the campus of Northwestern University in conjunction with the six-week TESOL Summer Institute. The modern, gleaming white Norris Student Center, situated on the edge of the vast Lake Michigan, was the site for all six plenary sessions and nearly sixty paper presentations and workshops. In between sessions, participants eagerly sought out the Publishers' Exhibit Area where they not only pored through endless ESL texts on display but drank equally endless cups of coffee generously supplied by the publishers.

### MANY HELPING HANDS . . .

Responsible for coordinating the TESOL Summer Meeting events was Program Chair John Haskell, who is also TESOL First Vice President. He was ably assisted by a number of other hard workers: Paper selection—Elliott Judd, Linda Schinke-Llano; Registration—Lucy Grieco, Margo Gottlieb; Hospitality and Entertainment Guide—Carrie Dobbs and family; Exhibits—Aaron Berman, Marsha Santelli, Simon Almendares; Publicity and Mailing—Mary Ann Boyd, Elliot Judd, Aaron Berman, Don Seigal, Lars LaBounty, Judy Baruch, David Davidian, Hui Chang, Vino Bhupalan; Audio-visual Equipment and Signs—Debbie Lower; Campus Arrangements—Ann Wunderle; Speaker Hospitality—Mary Ann Boyd, Jeff Bright; Facilitators—Dennis Terdy, Judy Kwiat, Rick Robinson, Dick Davidian. Entertainment was organized by John and Mary Ann Boyd, who coordinated music presentations by Peggy Telscher; Paul Bauers, Larry Isaacson and Tim Howe; Ron Sims; Maryjane Carr and Connie Meissner. Illinois TESOL/BE provided sinfully delicious, unforgettable melt-in-your-mouth brownies at a Thursday evening coffee and dessert party they sponsored and hosted while a complimentary wine and cheese party, compliments of several publishers, was the scene of many animated discussions on Friday evening.

### ALATIS ADDRESS OPENS MEETING

James Alatis, Executive Director of TESOL, gave the opening plenary address, conveying a note of encouragement and optimism in his talk entitled, "Federal Programs to Support Language and International Studies." He began by a captivating quotation from Charles Dicken's *A Tale of Two Cities*: " 'It was the best of times; it was the worst of times. It was the spring of hope; it was the winter of despair. . . .' That we are seeing a rapid abdication of the role of leadership and responsibility in many areas of education by the government" was likened to "the winter of despair." However, Alatis reported that many signs, from the TESOL perspective, point to a "spring of hope." Among these he listed the important work of the Joint National Committee for Languages and its action arm, the Council of Languages and Other International Studies together with the ever growing numbers of people around the world who want and need to learn English.

### TUCKER URGES TESOL TO OUTLINE RESEARCH AGENDA

Richard Tucker, Director of the Center for Applied Linguistics, outlined several fundamental research areas needing answers in his address "New Directions for Research within the Context of Innovative Language Education Programs" and urged research to be conducted that was "critical, longitudinal, interdisciplinary and international in scope." He forcefully projected the thought that "international TESOL has a responsibility to establish a research agenda for the profession which is responsive to the national need to develop a language competent society." Five particular topics which he felt "should be accorded high priority on such a TESOL research agenda are: 1) the relationship between mother tongue literacy and learning English as a second language . . .; 2) the attrition of acquired second language skills . . .; 3) understanding better the consequences of presenting yourself by potentially stigmatized speech forms . . .; 4) additional work in language proficiency assessment . . .; and 5) continued examination of the relationship between bilingualism and cognitive development. . . ."

### CLARKE, GAIES, YORKEY AND SWAIN COMPLETE PLENARY ROSTER

Other inspiring and significant plenary session addresses were given by Mark Clarke, University of Colorado and past-second Vice President of TESOL, who spoke on "The Tyranny of Bandwagons"; Steven Gaies, University of Northern Iowa on "Naturalistic Acquisition as a Model for Second Language Classroom Practice"; Richard Yorkey, St. Michael's College on "Making Sense of Nonsense"; and Merrill Swain, Ontario Institute for Studies in Education on "Immersion Programs: Their Relevance in U.S. Contexts."

# REPORT ON 1982 TESOL SUMMER INSTITUTE

by Myles Hoenig & Yasushi Sekiya
*1982 Ruth Crymes Fellows*

Once each summer members of the TESOL community join together at a selected site to exchange ideas and information in their respective fields. This year Northwestern University, in Evanston, Illinois, was chosen as the meeting place. Those in attendance included noted linguists and leaders in TESOL as well as ESL/EFL teachers and students from all over the world. Participants came from such diverse places as Indonesia, Pakistan, Japan, Venezuela, Australia, Saudi Arabia, Niger, Austria, Poland, and, of course, from all over the United States.

Course offerings ranged from the teaching of TESOL methodology, testing, second language acquisition, and curriculum management to various areas of linguistics. They were complemented by a series of lectures which presented some of the most recent research findings in these fields. Thus, many students found it very difficult to choose among the diversity of courses and lectures. Classes were held over a three or six week period, and their intensity was unquestionable. But, of course, the experience did not consist of one long series of all-nighters. Rather, some of the all-nighters had nothing to do with study; parties uniting faculty and students served as tension-breakers amidst long hours of study.

Unlike some programs, which are often characterized by organizational and curricular problems, this institute ran very smoothly and was judged by many to be an overwhelming success. This would not have been possible without the dedication of director Dr. Elliot Judd from the University of Illinois-Chicago Circle and associate directors Drs. Linda Schinke-Llano from Northwestern University, and John Haskell and Don Seigal from Northeastern Illinois University. Those who participated this year gained much that will be useful to their teaching and research and feel determination to make teaching a more productive endeavor.

### ADDITION TO AUGUST TN ANNOUNCEMENT

***The following was inadvertently omitted from the August TN, "Foreign Lecturers Add Unique Perspective to Organizations' Lecture Series," p. 19.***

Organizations and foreign scholars interested in registering with the Lecture Bureau should write to: Yukta Bennett, Box LBA: Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

The Institute of International Education, a private nonprofit organization, is the oldest (founded 1919) and the largest international educational exchange agency in the United States. It has headquarters in New York City and a Washington, D.C. office; regional offices in Atlanta, Chicago, Denver, Houston, and San Francisco; and overseas offices in Hong Kong, Thailand (Bangkok), and Mexico (Mexico City).

# "TESOL Teddy Bear" Changes Jobs

**by Jean McConochie**
*Pace University*

Seven years ago, John Haskell assumed the editorship of the *TESOL Newsletter*. Now the job has been turned over to another so that John may serve as TESOL's first vice president during the current year and as president in 1983-84.

During his editorial years, John has allowed his nurturing qualities to develop, though he has tried to conceal them with a spectacular array of insults, the most colorful of which are applied to those who fail to meet professional commitments such as copy deadlines.

John's service as editor was officially recognized, with an appropriately tongue-in-cheek tone, at the TESOL Convention Legislative Assembly in Honolulu. Those who missed Joan Morley's reading of the "TESOL Teddy Bear" resolution will surely enjoy it now:

***WHEREAS*** John Haskell is well-known for his forbearance, tact, and good manners in dealing with others, especially with

Photo by Lars LaBounty

those remiss in meeting deadlines; and

***WHEREAS*** John's contribution to the philosophical and theoretical foundations of applied linguistics and to TESOL is well-known, in particular his recipe for *pêche à la frog*; and

***WHEREAS*** the official TESOL Teddy Bear, having always exercised the editorial prerogative of giving a lifeline and support to all TESOL members, has chosen to resign from newslettering and to accept presiding; and

***WHEREAS*** Haskell, while acknowledging that a clean desk is the sign of a dirty mind, has nevertheless succeeded in producing a newsletter with clarity and order from the morass of papers in his office;

***BE IT THEREFORE RESOLVED*** that TESOL express its deepest gratitude to John Haskell for his seven years of service as *TESOL Newsletter* editor; and

***BE IT FURTHER RESOLVED*** that TESOL commend John for his outstanding dedication to TESOL and for his creative development of the *TESOL Newsletter* into an exemplary reflection of the diversity and sophistication of TESOL.

# TORONTO 1983

*Continued from page 1*

train language teachers and conduct related research in Toronto.

2. 10 Symposia, each a day-long session on a topic of current concern and interest to the profession. A chairperson will be invited to assemble a group of experts on the subject, each of whom will give a prepared talk, then engage in a round-table discussion. Arrangements will be made for an audience to listen to the presentations and discussions, but the sessions are not primarily designed as "teaching" sessions; rather they will provide an opportunity for people working in specific areas to meet and talk about their work and plans for further research or implementation.

3. Various business meetings.

The official opening of the convention will take place on Tuesday evening. The Prime Minister of Canada, the Right Honorable Pierre Elliot Trudeau, has been invited to give the opening address but he has not yet confirmed his acceptance. Following this session, there will be a time for socializing and informal entertainment.

From Wednesday to Saturday, each day will follow the same pattern. For the early risers, Carlos Yorio will have a selection of TESOL big-names for you to breakfast with, then there will be a Plenary Session, followed by a morning of Papers and Demonstrations. We hope to continue the Hawaii practice of having a lunch break during which no sessions are scheduled. The Publishers' Exhibits, of course, will remain open and there will be some organized lunches to allow members of Interest Sections to meet and talk. Though the beach is only a few hundred yards away, we do not recommend it at that time of year; there is, however, an outdoor skating rink to try out, the CN Tower to climb on a clear day, plenty of good bookshops and boutiques to browse in and many of the oldest and newest sights of the city to visit, all within easy walking distance of the hotels.

After lunch each day will be devoted to the longer sessions, Workshops, Colloquia, Mini-Courses, Poster Sessions, Business Meetings, Organizational Sessions, with one final slot for Papers/Demonstrations between 5-6:00 p.m.

In the evenings, the remainder of the Business Sessions and the informal Rap Sessions will be scheduled. The evenings, too, will contain most of the planned social events, e.g. for St. Patrick's Day (March 17), the local committee is looking into the possibility of block booking seats for a special concert that night in Toronto's magnificent new concert hall, featuring the flautist, James Galway. Plans are also under way to organize theatre-going groups and escorted dinners to local ethnic restaurants, as well as a formal banquet, Canadian style, in the Westin Hotel on Friday evening (March 18), followed by the annual TESOL Dance.

Sunday is traditionally a wrap-up day and no Papers/Workshops/Plenaries are planned. However, it is an important time for those who have accepted a leadership role, or who would like to become more actively involved, in the Interest Sections and Affiliates, as well as for those who would like to provide input into the planning of TESOL '84.

By the end of March, most of us who live here cannot wait for winter to leave but recognizing that there are others who have to live through the boredom of perpetual sunshine and warmth, we intend to organize some pre- and post-convention trips to let those who wish sample the treats of a Canadian winter in Ontario and Quebec. Details will follow in the pre-registration package which will be mailed to all TESOL members in December.

There are over 1000 members of the local TESOL affiliate, the Ontario TESL Association, a substantial number of whom will be actively engaged in planning and organizing next March's event. I hope many of you from all over the world will be able to come and meet them. They have much of interest to show and discuss with you, but will be equally interested in your descriptions of your work and its setting. Please think about joining us at

TESOL TORONTO '83

**Jean Handscombe**
*2nd Vice President and Program Chair TESOL '83*
*(on behalf of the Planning Committee)*

**CORRECTION**

An article on p. 31 of the April *TN* referred erroneously to a toll-free telephone number for the ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. There is no toll-free number. The only number to use in reaching either ERIC or CAL is (202) 298-9292. However, CAL also operates the Language and Orientation Resource Center (LORC), a project dedicated to providing technical assistance to ESL people and groups working with refugees. There is a toll-free number for LORC: (800) 424-3701. This number is staffed through November 30, 1982, Monday-Friday, 9 a.m. to 5 p.m. Should CAL be successful in finding alternative funding in the future, the toll-free number will be printed on the Announcement page of *TN*.

## CARE AND NURTURING

*Continued from page 1*

monolingual or bilingual, decide to become ESL teachers because (1) they are interested in and enjoy language, or (2) they find themselves with large numbers of children in their classes who are limited in English proficiency and who do not have any type of specialist to help them. We want to help our students, so we set out to get additional training. We enroll in a program leading to a Master of Arts Degree in Applied Linguistics or even in English as a Second Language.

At the level which our linguistics courses are taught, much of the material is theoretical. . . . It seems to be up to us to take the abstract, theoretical information and apply it to elementary school students. Even some of the most respected ESL training programs are very weak in the practical part of the course of study. Some schools include a practicum of some kind, even student teaching, but many do not. The novice ESL teacher must be the interpreter of the theoretical and the designer of the practical, often without any support, encouragement or assistance, let alone guidance or example.

We need to make the universities aware that their programs are not meeting our needs. This can be done. In Chicago there are primarily two universities which train ESL teachers at the Master of Arts level. University A has long included in its requirements such things as observations of elementary school ESL classes, although it is incumbent upon the Masters' candidates to find the classes and make the arrangements themselves. University B's Master's in English as a Second Language program, until two years ago, did not have any course content dealing with classroom practices and procedures. As a result, the students in University B became dissatisfied and left or transferred to University A. When the officials at University B realized that their program was in jeopardy because it was not meeting the needs of its students, they made some departmental changes and hired staff that could prepare its graduates to meet the challenges which caused these teachers to seek additional schooling in the first place. . . .

Our nurturing should begin in these teacher training institutions. Universities are concerned with enrollment figures and how they translate into programs, staff and reputation. They will be responsive if we demonstrate that their inability to retain students can have an adverse impact on them. . . .

Many programs which purport to train teachers of bilingual students are not doing much more than translating materials from English to another language or importing materials and methods from other countries and attempting to superimpose them on the American educational system. These programs do not recognize that limited-English-proficient students in the United States must be taught to be fully functional in the American language and culture while at the same time being allowed to retain their native language and culture so that it may be used when appropriate or desirable.

Now, equipped with our specialized training, we are ready to go forth and teach our limited-English-proficient students. . . .

If not already employed, it means finding employment, a not very easy thing to do these days. With great hope one enters the personnel office of the school system where employment is sought and quickly finds out: 1) that there are no special considerations or requirements for ESL teachers; 2) that they do not plan to give certificates in ESL; 3) that they have no special staffing requirements for teachers who will work with limited-English-proficient students even if there happens to be a program or two designated for these children.

Yet this very same school system would never dare think of hiring a French or a Spanish or a German foreign language teacher who had not been properly trained and who did not meet requirements for the certificate for foreign language teachers, which certificate the school system certainly does have!

Finally, we find employment or, if already employed, return to our schools. We enter, highly motivated and enthusiastically looking forward to our classes. If we are in self-contained models, monolingual or bilingual, we have our rooms and equipment and materials on a par with the rest of the classrooms in that particular school, but not necessarily appropriate for our programs. If we are in pull-out models, we usually do not fare that well.

We may have a converted storage room or even a partitioned-off corner of a hallway as our "classroom." Materials and equipment, if any, may be only what is left over after classrooms have received their allocations or none at all. We may schedule our students only during times when it is convenient for the classroom teacher to release them, which means that often, just to be able to work with the limited-English-proficient children at all, grouping for instructional purposes is ignored and we may have as many as 10 or 15 different age and proficiency levels in the same time period. To compound the lack of caring which this demonstrates, we quickly learn that our classes are expendable.

*Continued on page 14*

### TESOL SUMMER INSTITUTE 1983, TORONTO

**Preliminary Announcement**

The 1983 Summer Institute will be held in Toronto, and will be hosted jointly by the University of Toronto and the Ontario Institute for Studies in Education. The theme of the institute will be "English in Bilingual and Multicultural Societies." The courses will be suitable for undergraduates and graduates and will cover a full range including linguistics, psycholinguistics, sociolinguistics, bilingualism and second language education. In addition to the credit program, there will be a number of non-credit mini-courses and a series of forum lectures. For further information write to TESOL Summer Institute 1983, School of Continuing Studies, 158 St. George Street, Toronto, Ontario M5S 2V8, Canada.

## TESOL MEMBERS ELIGIBLE FOR SPECIAL DISABILITY PLAN OFFER

James E. Alatis, Executive Director of TESOL, recently announced a special enrollment period for the TESOL Group Disability Income Plan.

This plan provides an excellent low-cost financial alternative to protect your income when disability strikes. Premiums are substantially lower than similar individually purchased disability plans because of the combined group buying power of TESOL along with many other co-sponsoring educational associations.

The plan pays $400 in monthly cash benefits if you cannot work due to disability caused by illness or accident. Benefits begin on the 31st day and continue for up to *five* full years if disabled by an accident . . . up to *one* full year if disabled due to illness.

These benefits are paid directly to you and may be used for any purpose including payment of medical expenses, hospital bills, and continuing monthly expenses at home. They will also be paid regardless of whether other insurance benefits are received at that time.

Best of all, if you enroll during the current special enrollment period, your acceptance is guaranteed. From now until December 1, 1982, all members will be automatically accepted into the plan if they are under age 55, have been working full-time (at least 30 hours per week) for the past 90 days and have not been hospitalized in the past six months.

Enrolling in the TESOL Group Disability Income Plan is easy during this special enrollment period. Details on the plan will be sent to you by mail. Or, write the TESOL Insurance Administrator: Albert H. Wohlers & Co., TESOL Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068.

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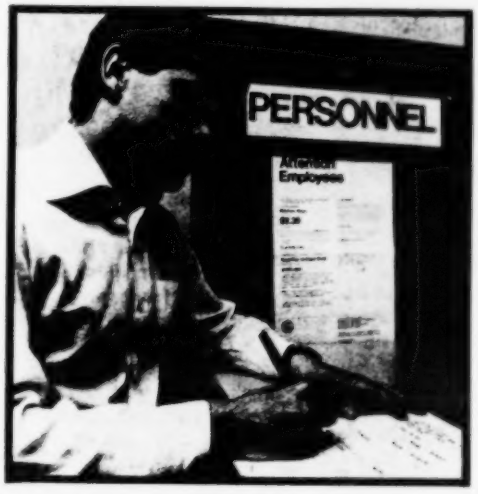


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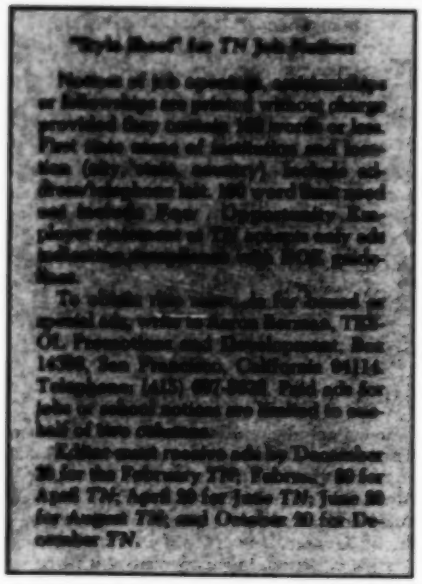
# JOB OPENINGS



**The Lucerne Graduate School of Economics, Switzerland,** offers the position of Exchange Lecturer in English for Special Purposes from Oct. 1983 to July 1984. Applicants are expected to teach 21 periods a week of intermediate and advanced ESP as a third language to students aged 23 plus.

Applicants must be able to offer a similar post (English or German for SP) in a country where these languages are taught as second or third languages, preferably outside Europe and North America. Accommodation exchanged as well, but salary of country of origin retained (compensation for higher cost of living being considered). Tangible offers to Dr. R. Keiser, HWV Luzern, Technikumstr., CH-6048 HORW, Switzerland, by Jan. 31, 1983.

**Colombia.** Positions available in English and Bilingual Secretary Programs of the Centro Colombo Americano, Manizales, Colombia. Benefits include return trip to U. S. (or monthly stipend proportionate to length of stay) and two bonuses yearly. Job openings for 1982 school year, which begins February 1, 1983. For more information, contact John F. Adams, Director, Centro Colombo Americano, Apartado Aéreo 391, Manizales, Colombia.

**Republic of Ivory Coast.** English Dept., Faculté des Lettres & Sciences Humaines, Université National de Côte d' Ivoire needs professors of TEFL; English; Linguistics; American Studies—Literature, Civilization; Black Studies—Literature, Civilization; African Studies—Literature, Civilization. Requirements: Ph.D. in field & min. 5 yrs. teaching exp. Knowledge of French essential. Renewable 2 yr. contract available. Information about salary, requirements, references, benefits, etc., available from: Monsieur le Recteur, Université Nationale de Côte d'Ivoire, 01 B.P. V 34 Abidjan 01, Republic of Ivory Coast. Application deadline for 1983-84 school yr.: 2/28/83.

**Western Europe.** Application deadline: December 1, 1982 for Junior Lectureships to France, Germany, Italy, Portugal and Spain. For further information call William Bate (202) 833-4969 or Gladys Semeryan (202) 833-4967 or write Council for International Exchange of Scholars, 11 Dupont Circle, Suite 300, Washington, D.C. 20036.

**Stanley H. Kaplan Educational Centers.** SHK Centers in Atlanta, Boston, Brooklyn, Chicago, Hackensack, East Brunswick, Honolulu, Encino, Manhattan, Miami, San Francisco, New Orleans, and other major cities project the availability of ESL positions for our Intensive Review Course. Course runs five hours a day, five days a week for five weeks. Preferred Requirements: M.A./B.A. in TESOL plus at least three years experience with college-bound and/or post-graduate adults. Send resumes and cover letter to: Dr. Susan Kulick, Stanley H. Kaplan Educational Centers, 131 West 56 Street, N.Y., N.Y. 10019.

**São Paulo, Brazil.** Associação Alumni, a Brazil-United States cultural institute, accepting applications for one- and two-year EFL teaching appointments for 1983-1984. Applicants must be American, M.A. in TESOL/TEFL, with two to four years teaching experience and some knowledge of Portuguese (or knowledge of Spanish). Job will consist of 24 contact hours per week teaching English to adult professionals. Send letter and resume to Leland McCleary, 3304 Rolfe Hall, University of California, Los Angeles, CA 90024. Phone (213) 857-0320.

**University of Tennessee, Knoxville.** Three instructors needed for English Language Institute, Div. of Continuing Ed., for intensive ESL program for pre-university students & professionals with four 11-week sessions per year. Qualifications: native Eng. proficiency; B.A.; 3 yrs. TESL experience & same in an intensive program, all levels and skills; demonstrated

*Continued on next page*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## JOB OPENINGS

*Continued from page 7*

ability to work with international students. One position requires strong competence in advanced grammar & writing. Desirable: M.A. in ESOL or closely related field or commitment by B.A. candidates to enroll in M.A. program. Fluency in Arabic, Spanish, Chinese, Persian or Japanese preferred. Positions are full-time, 12-month, renewable appointments, not leading to tenure. Duties: Teach 15-20 hrs. a week; develop lesson plans & instructional materials; advise & evaluate students; assist with testing, placement, orientation & recruitment; participate in faculty, level & skill meetings, also students' social activities; participate in professional development activities and organizations; etc. Salary: $13,500-16,000. Application deadline: Nov. 16, 1982. Procedures: letter of application, resume, & list of at least 3 references to Dale Myers, Chair, Search Committee, English Language Institute, 2019 Terrace Ave., University of Tennessee, Knoxville, Tennessee 37996-4100.

**Texas A & M University.** Dept. of English needs Ass't. Prof., tenure track, to begin Fall 1983. Minimum qualifications: Ph.D., preferably in Applied Linguistics; some publications and experience in ESL abroad; demonstrated capacity for quality teaching and research in ESL. Duties: teach undergraduate English courses for international students; coordinate all other such courses within Dept. of English; teach a graduate level course in TESL; help develop a Master's component in TESL within department's present graduate concentration in linguistics; direct graduate theses and dissertations. Salary: $19,000 for 9 months. Application deadline: mid-December 1982. Send CV, dossier, and letters of reference to Garland Cannon, Dept. of English, Texas A & M University, College Station, Texas 77843.

*Continued on page 22*

## RECENT DONORS TO THE MARCKWARDT FUND

TESOL officers and staff wish to express deepest appreciation to the following who made contributions to the Albert H. Marckwardt Memorial Fund over the past year, since the last time the list was printed in the *Newsletter*. Because of their generosity, seven U.S. graduate students received partial financial support to attend the 16th annual convention in Honolulu in May 1982.

Harold B. Allen
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Richard Yorkey

### MARCKWARDT AWARD RECIPIENTS

Seven graduate students in TESOL received financial help to attend this year's convention in Honolulu through the Albert H. Marckwardt Memorial Fund which is supported by donations from TESOL members. Their names are: **Ingrid Arnesen,** University of California, Davis; **Margie S. Berns,** University of Illinois, Urbana; **Marissa Chorlian,** University of New Hampshire; **Shirley Eaton,** Temple University; **Samuela Eckstut,** Teachers College, Columbia University; **Karen Martin,** University of British Columbia; and **Leah Miller,** University of Southern Illinois, Carbondale.


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# IT WORKS

## USING POETRY IN ESL

by Mary Ann Christison
*Snow College*

For the past few years I have been using poetry in my ESL classes with great success—success exemplified not only in terms of how I feel as a teacher but also in terms of how enthusiastic and accepting my students have been about the poetry and the activities the poetry has prompted. The following outlines some criteria for selecting poetry for ESL classes and offers suggestions for developing activities for the classroom.

**Criteria for Selection** (Christison, 1981)

1. High student interest. Choose poetry which reflects the everyday world of the students. Since the quality of their experience will be determined by the kind of poems which are offered to them, the teacher should select poems students can identify with.
2. Short and Simple. Poetry which is simple, direct, and to the point makes it easy to remember and hard to forget. This is an essential quality in the language classroom. The poetry should not have excessive idioms or unusual vocabulary. These will all have to be taught and discussed. Two or three items make it fun, but many more make it too difficult and students lose interest.
3. Fun-filled and rhythmic. Experience in language classes has taught us that language learners enjoy easy rhymes, alliteration, quick action and the humor much poetry contains. Poems which capitalize on this naturally give students a feel for the rhythm and flow of English that they otherwise wouldn't get.

**Activities for the Classroom**

Once you have selected a poem which meets the criteria presented above, what do you do with the poem? As an example of the many possibilities for activities with poetry, consider the following poem entitled "Street Song" by Myra Cohn Livingston.

> O, I have been walking
> with a bag of potato chips
> me and potato chips
> munching along.
>
> Walking along
> eating potato chips
> big old potato chips
> crunching along.
>
> Walking along
> munching potato chips
> me and potato chips
> lunching along.

Tell students you are going to read a poem about potato chips. Find out how many students eat potato chips. (Bring some small bags to class if you wish.) Read the poem (remember to practice it first). After two readings, ask students how they would "crunch," "lunch," and "munch." Have them "mime" it for you.

The next time you read the poem, have them "crunch," "munch" or "lunch" everytime they hear the words. Next, pick the word *walking*. Everytime you say the word *walking*, they all stand up and walk. So the second time they must listen for *crunching, munching, lunching* and *walking*. Lastly, I add *potato chips*. When they hear this word, I have them hold a bag of potato chips in the air. (This could be real or otherwise.)

An activity of this type does several things for the students. It breaks down their inhibitions and it prepares them for additional activities later on. Of course, I never force anyone to participate. I just do it first. When I do this and approach the task with fun and enthusiasm, I have never had anyone sit for very long!

This activity can be used with a variety of poems on a variety of subjects. "Street Song" was selected because at the time my students were talking about food and the poem reinforced the content of the lesson. A poem should be used to enhance the material and topics already being introduced. For example, after the mime activity, I broke my students into small groups and had them generate answers to these questions about snacking customs.

**Questions for small group discussion**

1. What is a snack?
2. When do people snack?
3. What other foods besides (instead of) potato chips do you have for snacks?
4. What's your favorite snack?
5. Why do people snack?
6. What snacks have you seen people eat which you find strange?

These questions prompted a whole discussion on snacking, eating customs and habits. We also talked about tastes, sounds, how snacks are made, and when people eat them. Many students brought snacks to class the next day and we all shared, talked, and asked questions, (e.g., "What does this taste like?" "What's this made from?") Their enthusiasm for the whole lesson was, in part, a result of the attitude that was established with the first.

There are poems about almost everything imaginable—money, colors, numbers, weather, clothes, cars, cities, animals . . . and the list goes on and on. With such a wide variety of poems to choose from, there is no excuse for bringing poetry into the class which does not meet the needs of your students.

Non-academic adults have enjoyed "Money" by Richard Armour:

> Workers earn it,
> Spendthrifts burn it,
> Bankers lend it,
> We all spend it,
> Forgers fake it,
> Taxes take it,
> Dying leave it,
> Heirs receive it,
> Thrifty save it,
> Misers crave it,
> Robbers seize it,
> Rich increase it,
> Gamblers lose it
> I could use it.

Following an introduction of this poem, talk about money. Moreover, bring real money to class. What money you use, of course, depends on the kind of currency the students need to learn. For example, refugees in the United States would have to become familiar with U. S. currency while foreign students studying in Britain would have a different need. Give students practice in shopping and buying things by bringing empty packages to class such as cereal boxes and coffee cans. Using money, the students should find various items on a list, pay for them, and make change.

You might also try an activity called "strip poetry." Richard Armour's poem above works well because it's in couplets and the couplets can be arranged in a number of ways and still make sense. Write the poem on a large chart. Use the chart to introduce the poem and to have the group practice orally. On a second chart, copy the poem and cut it into strips. Pass the poetry strips out to the students. Have them memorize the strips and take them away. Then have the class put the poem back together orally in the correct order without looking at a copy of the poem!

Discover it for yourself: using poetry in TESL teaching is fun and exciting.

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Christison, Mary Ann. 1981. *English Through Poetry*. San Francisco: The Alemany Press, Ltd.

Livingston, Myra Cohn. 1974. *The Way Things Are and Other Poems*. New York: Atheneum Publishers.

*Mary Ann Christison is an assistant professor at the English Training Center, Snow College, Ephraim, Utah 84627.*

**IT WORKS**

*TN* readers are invited to write up lessons that have worked for them so that they may be shared with others in the field. Contributions should be sent to Cathy Day, Editor, IT WORKS, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

# AFFILIATE/SECTION NEWS

## ILLINOIS TESOL/BE PREPARES POSITION PAPER ON ESL IN BILINGUAL EDUCATION

Illinois TESOL/BE recently prepared a position paper on ESL in Bilingual Education through the efforts of a committee made up of representatives from all teaching levels. Included in the paper are definitions of terms explaining exactly what English as a Second Language is and how it differs from native English, and why specially trained teachers are needed for it. In addition, there is a discussion of why there must be hiring standards for teachers of English as a Second Language and certification for these teachers. Copies of this position paper are available from Elliot Judd, Executive Secretary, TESOL/BE, Department of Linguistics, University of Illinois, Chicago Circle Campus, Chicago, Illinois 60680.

Submitted by Marsha Santelli

## EDUCATING OUTSIDE THE PROFESSION

I have long maintained that all of us in CATESOL do a superlative job of educating each other . . . Now, increasingly, we are also being asked to educate those outside of the profession.

Through the energetic efforts of the sociopolitical concerns chair, Lydia Stack, especially working over this past year with our paid legislative consultant, John Mockler, legislators and key committee people concerned with bilingual and ESL legislation now not only listen very closely to CATESOL input but also solicit our ideas and reactions. Such interactions and exchanges are culminating at the moment in AB3298, a bill on which CATESOL has had major influence.

There are other instances, too, of being asked for professional advice. During the late spring this year, the secondary level chair, Steve Sloan, worked closely with a state-level committee assessing high school English courses which would be deemed acceptable for newly established entrance requirements for California state universities, recommending that adanced ESL classes be accepted in lieu of 9th and 10th grade English as state university preparation credit.

Another major request for professional guidance came in late June from the State Department of Education, when CATESOL was asked to review the state Framework for Elementary and Secondary Schools in Bilingual and Bicultural Education and Instruction for ESL. This framework reviews current theoretical and philosophical bases for educational programs for language minority students, suggests program design and implementation, outlines the preparation of staff and recommends criteria for evaluating materials for use in bilingual and ESL programs. Since the last framework in this area was written in 1974 and did not stress ESL, our participation in preparing this document is clearly very important, for the framework provides directions for school administrators in shaping curriculum and guides textbook publishers in the writing of materials. . . .

In addition to this kind of "advice giving," other professional concerns are being addressed by members of the executive committee in recently initiated projects. For instance, community college teachers are currently being surveyed on a number of issues; it is hoped some of this information will provide a basis for delineating teacher competencies in this area. An expanded sociopolitical concerns committee, chaired this year by Charley Blatchford (with Lydia Stack continuing to work closely with them), is tracking both state and federal legislation affecting ESL teaching on every level. Under the aegis of this committee, a statewide group of persons knowledgeable in tests is beginning to work this summer so that CATESOL will be able to respond when consulted about testing for teacher certification.

Even this brief review of activities makes it very clear that we no longer are educating ourselves only but others as well.

From a message by Tippy Schwabe, CATESOL President appearing in the *CATESOL Newsletter*, XIV: 2, August 1982

## MESSAGE FROM AEIS

. . . As in the past, we adult ESL and EFL educators will continue to face several challenges. On the one hand, practical concerns regarding employment and legislation influencing the availability of adult language programs will be especially important this year; on the other hand, we will also continue to seek greater knowledge, expertise, and professionalism to better serve the adult language learner. I feel together we can attempt to meet these challenges and share practical suggestions, insights and solutions in two ways through the Adult Education Interest Section (our new name under the TESOL reorganization).

One, we need more of you to submit articles to the AEIS newsletter: articles on research that has been conducted, articles on "how to" do most anything in ESL from securing funding to selecting a textbook. We hope to start some

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# NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

## MEXTESOL CONVENTION

The IX National Convention of MEXTESOL (Mexican Association of Teachers of English to Speakers of Other Languages) will be held November 26-29 in Acapulco at the Hyatt Regency Hotel. For further information contact Joaquin Meza, MEXTESOL '82 Convention Chair; MEXTESOL: Nuevo Leon 213-102; Colonia Hipodromo Condesa; 06170 Mexico, D.F. (telephone: 271-5857) or John Schmidt, MEXTESOL '82 Organizational Committee; University of Texas International Office-Intensive English Program; Austin, Texas 78712. Telephone: (512) 471-4081.

## APPLIED LINGUISTICS CONFERENCE

The Fifth Annual Applied Linguistics Winter Conference will take place on January 22, 1983 at New York University sponsored by NYS ESOL BEA, the American Language Institute and the Department of Communication Arts and Sciences, TESOL, School of Education, Health, Nursing and Arts Professions, N.Y.U. Papers on any topic involving language learning and teaching, psycholinguistics, sociolinguistics, bilingualism, bilingual education and any other area of applied linguistics will be welcome. Reports of finished projects as well as work in progress may be submitted. Send three copies of a 100-word abstract and a brief bio-data statement to Michael Robinson at the American Language Institute, N.Y.U., 1 Washington Square North, New York, N.Y. 10003. Questions? Leave a message for Michael or call Fred Malkemes at N.Y.U., (212) 598-3931.

## JOINT CONFERENCE AT UMBC

Baltimore Area TESOL and the Maryland Association for Bilingual Education Fall Conference, Saturday, November 6, 8:30 a.m. to 4 p.m. at the University of Maryland at Baltimore Campus. For further information, write or call Judy Wrase, 2952 Cornwall Road, Baltimore, Maryland 21222. Telephone: (301) 282-7740.

## ROCKY MOUNTAIN TESOL

The Rocky Mountain TESOL Convention, a regional meeting co-sponsored by AZ-TESOL, CoTESOL, I-TESOL, and NM-TESOL, will be held November 19-20, 1982 at the Plaza Cosmopolitan and Brown Palace Hotels in Denver. The Theme is "Up with TESOL." For more information, contact: Dr. Jackie Hansen, Office of Multilingual Multicultural Education, Boulder Valley Schools, P.O. Box 9011, Boulder, Colorado 80301. Telephone: (303) 447-1010, ext. 419.

## HUMOR-AND-METAPHOR CONFERENCE

The second biennial conference on linguistic humor will be held at the Phoenix Hilton Hotel from March 31 to April 2, 1983. The theme of the conference is "Farfetched Metaphors: The Humor of Linguistic Deviance." The conference is sponsored by the Western Humor and Irony Membership (WHIM). Proposals dealing with any aspect of humorous metaphor should be submitted by January 1, 1983 to Don L. F. Nilsen, ASU, Tempe, Arizona 85287.

## CALL FOR PAPERS AND CONFERENCE ANNOUNCEMENT

Conference on Foreign Language for Business. April 7-9, 1983. The keynote speaker will be Rose L. Hayden, Executive Director, The National Council on Foreign Language and International Studies. We will consider papers, to be presented in English, on business French, German, Spanish and English as a Second Language. Preference given to presentations (lasting either 15 or 40 minutes) dealing with rationale and funding, employment opportunities, courses and programs, culture and business in language classes, articulation of new courses and programs and traditional ones, techniques, methodologies, textbooks and materials, proficiency examinations, internships, teacher retraining strategies, professional acceptance in academia. Program details, preregistration materials, and guidelines for submission of abstracts (due Nov. 5, 1982) available from the Conference Chairman, Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 487-0130/0178.

## C.C.S. ANNUAL SEMINAR

The Council of Communication Societies' annual seminar will be held at the Washington Hilton in Washington, D.C., November 22-23 in conjunction with the annual convention of the National Council of Teachers of English, a C.C.S. member organization.

Dr. Deanna Hammond, president-elect of C.C.S. and seminar chairperson, announced that the program will include two full days of panels, speeches and workshops around the theme "Communication Literacy."

The C.C.S. is an organization of 27 professional associations (including TESOL) in the field of communication. C.C.S.'s member groups represent a total of more than 225,000 members. Ralph C. Staiger, Executive Director, International Reading Association, is president.

For information and reservations write Dr. Deanna Hammond, Congressional Research Service, Library of Congress, Washington, D.C. 20540, or call (202) 287-5777.

## CALL FOR PAPERS

### Conference on Phonology

A conference on the applications of current phonological theories, "The Uses of Phonology," will take place at Southern Illinois University at Carbondale on Saturday, February 26, 1983. Featured speakers are Peter Bjarkman, Dan Dinnsen, Patricia Donegan, James McCawley and David Stampe.

The Department of Linguistics at SIUC invites the submission of abstracts for 15-minute papers on the application of current theories of phonology to areas such as second language acquisition. Envisaged is a forum wherein proponents of competing theories will be able to confront the real world by examining data from the acquisition of $L_1$ and $L_2$, language pathology, experimental phonology and other applied disciplines. By November 1, 1982 send three copies of a one-page, titled but anonymous abstract accompanied by a 3 x 5 card with your paper title, name and address to: Professor Geoffrey S. Nathan, Department of Linguistics, Southern Illinois University, Carbondale, Illinois, 62901. Telephone: (618) 536-3385.

## ESL IN SAN ANTONIO

The National Adult Education Conference (NAEC) announces the line-up of ESL presentations for its fall conference as follows: Entry to English; University's Role in Preparing ESL Adult Educators; ABE, ESL and GED and the Community Colleges—the Case For—the Case Against; Defense Language Institute—ESL For Adults; Basic Competencies of Adult Education ESL Instruction—How to Identify and Measure Same.

NAEC is being held in San Antonio, Texas, November 12-16. Besides ESL presentations, there will be many sessions on subjects of concern to adult education teachers and administrators. For information concerning reservations and presentations, contact: Carol J. Ruska, 165 Stanton Way, Athens, Georgia 30606. Telephone: (404) 353-8522.

## INDIVIDUALIZED LANGUAGE TEACHING THROUGH MICROCOMPUTER-ASSISTED INSTRUCTION

The American Language Academy is pleased to announce an expanded schedule of workshops and seminars in Computer-Assisted Instruction (CAI) for the 1982-83 academic year. Our *two-day* workshops will be held:

| | |
|---|---|
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| Boston, Massachusetts | Jan. 13-14, 1983 |
| Colorado Springs, Colorado | Jan. 27-28, 1983 |
| Philadelphia, Pennsylvania | Feb. 17-18, 1983 |
| Cleveland, Ohio | Mar. 3-4, 1983 |
| Tampa, Florida | Apr. 21-22, 1983 |

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| | |
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| Tampa, Florida | Nov. 9-13, 1982 |
| Boston, Massachusetts | Aug. 9-13, 1983 |

Both the workshops and seminars will provide the theoretical background and hands-on experience necessary to enable participants to make practical use of microcomputer-assisted language instruction. For more detailed information, please write or call our Executive Offices for a brochure. The American Language Academy, Suite 200, 11426 Rockville Pike, Rockville, Maryland 20852. Telephone (301) 984-3400.

## CALL FOR ABSTRACTS

### 1983 Graduate Student Research Colloquium TESOL Convention, Toronto

Announcing the 1983 colloquium for graduate students with dissertation, pre-dissertation or master's level research in progress in the following areas: bilingualism, testing and measurement, cultural variables in language acquisition, psycholinguistics, applied linguistics or second language acquisition. This colloquium is a six-hour informal seminar that provides graduate students an opportunity to discuss their research in progress with fellow students and prominent researchers and scholars in the field. Graduate students interested in participating should submit a 300-word abstract (7 copies) of research in progress, including a rationale, research objectives, procedures and anticipated date of completion, by November 15, 1982 to: Lorraine Kumpf/Gregory Orr, Applied Linguistics Program, 3304 Rolfe Hall, University of California, Los Angeles, California 90024.

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# CULTURAL ACCOMMODATION IN A FOREIGN UNIVERSITY CLASSROOM

by Lois B. Cucullu

Teaching English as a second language in a foreign environment requires cultural accommodation by the instructor. Recognizing this, instructors teaching abroad must guard against the one extreme of cultural imperialism and the other of cultural conversion. In essence the teacher must be aware of his own attitudes which might compromise his teaching effectiveness and must be equally conscious of those in the foreign culture which might adversely affect the student's performance. The manner in which the teacher addresses these possible conflicts in many instances determines ultimate success in the classroom. Cultural objectivity—yes; cultural insensitivity—never. Awareness and flexibility are the key terms, for by identifying problem areas, the ESL teacher can tailor techniques to fit classroom reality.

As an American teacher of English composition and conversation courses at two Korean universities over the last three years, I found cultural differences almost immediately. Two in particular affected the classroom setting: the attitudes toward class attendance and copied work. Both were contrary to my own values and those who share my culture, but were not as important within the Korean cultural framework.

To a Western observer Koreans seem to place more emphasis on form than on substance. Thus, while there are rules prohibiting absenteeism and copying, their enforcement is considered less important than their existence. The presence of rules, publicly acknowledged, satisfies the skeletal requirement of a modern institution of higher learning; however, in reality, socialization remains the primary educational goal. Thus Western academic values exist only as a transparent overlay on the Korean educational edifice. Viewed in this social context, college years in Korea represent a relaxation of the stiff regimentation students experience in middle school and high school. The severest test for students academically is passing the college entrance examination with a college admission slip practically equivalent to a diploma.[1] Once admitted, this breed of super achievers experiences again the freedom not enjoyed since childhood.[2] Furthermore the entrance examination process itself fosters a strong sense of group identification among the survivors with two discernible effects: peer pressure is forceful enough to assure compliance with group demands and indulgent enough to forgive individual transgressions.

How does this translate to the classroom and to the problem of attendance in particular? Beneath the veneer of the college student's newly cultivated insouciance lies an irrepressible drive to reaffirm his worth by continually passing exams and making good grades. While graduation may be a certainty, good grades are not. Thus a clear relationship between grades and attendance can affect students' attitudes toward attending class. If roll is called, students feel bound to attend. Where no record is kept, no obligation exists.

At any level the role of truant officer is a disagreeable one, motivation being preferable over regulation. Yet in practical language courses, class attendance is not only vital but crucial. For conversation classes, a method which satisfied both requirements was to make a name

[1] At present the Ministry of Education is considering several plans to ease examination pressure students undergo. The plan put into effect for students entering universitics for the first time in 1981 had some serious faults which educators are attempting to remedy for next year's applicants.

[2] James Robinson, 1980, "Spare the Rod & Spoil the Culture," *Korean Quarterly*, II, 1, 6-20. This is one of the best analyses of the Korean education system.

*Continued on page 20*

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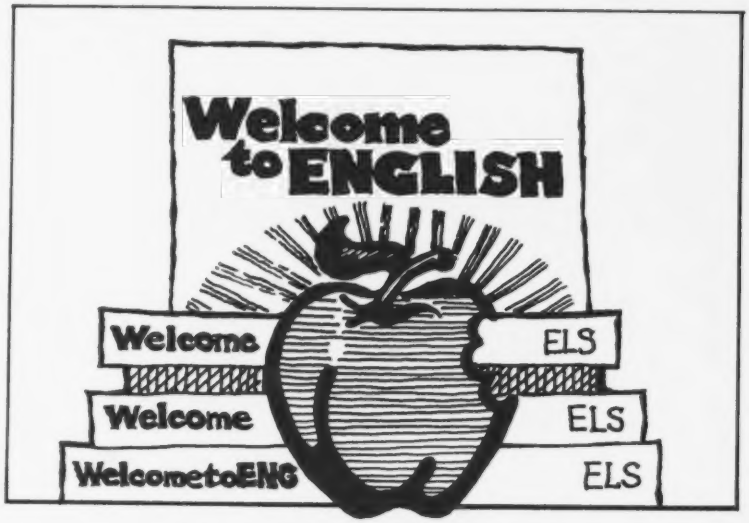


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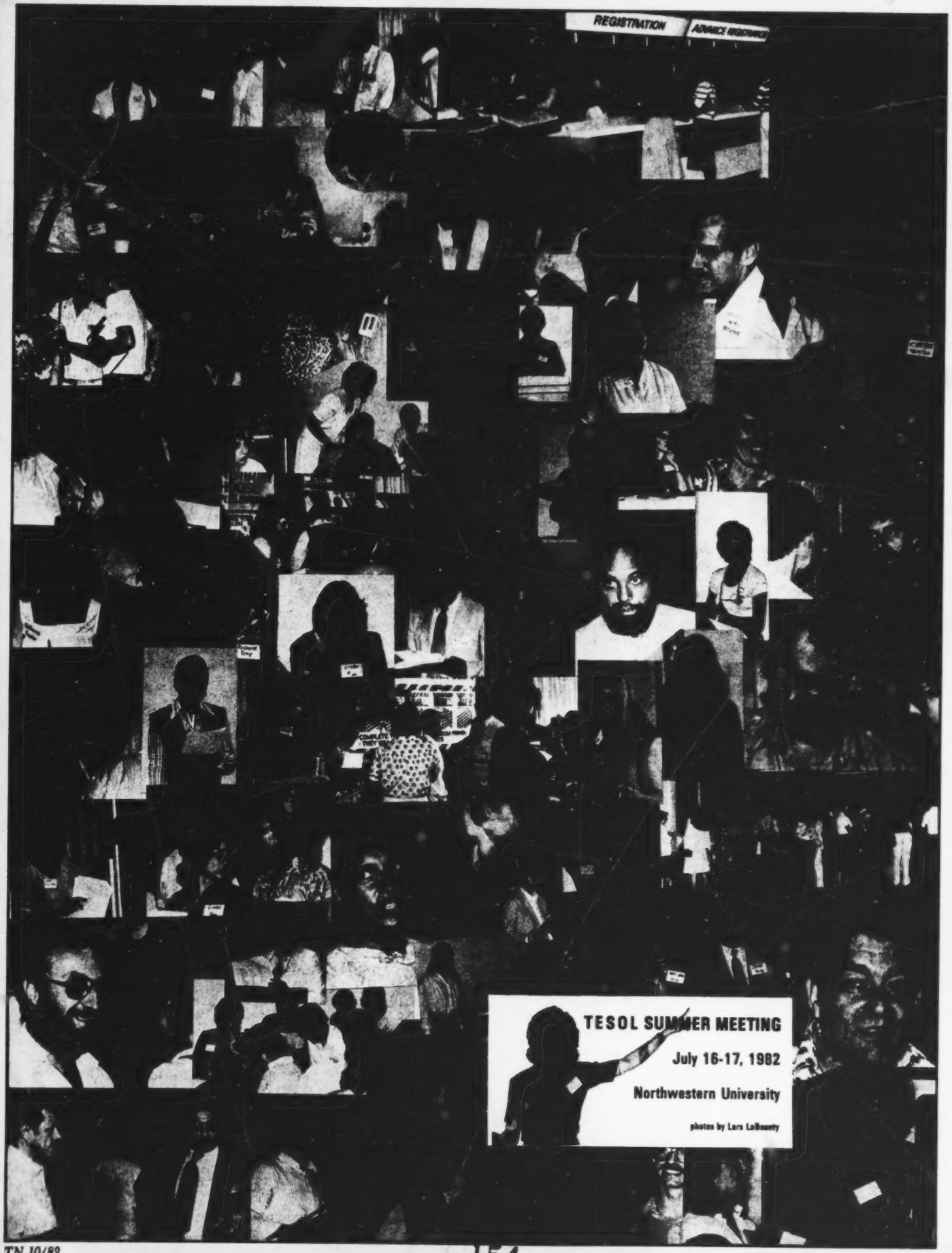
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TESOL SUMMER MEETING
July 16-17, 1982
Northwestern University
photos by Lars LaBounty

## CARE AND NURTURING

*Continued from page 5*

We teach them only when we are not needed to substitute in the room of a teacher who is absent, or if the office secretary is caught up on her filing, or if the principal does not need a messenger to deliver something to the central office.

Having hung in there and overcome all of the aforementioned obstacles, we finally have settled in to teaching English as a Second Language and are able to focus our energies on our classes, when, BANG!, the bubble bursts yet again! So much time has passed that it is time for evaluations—evaluations of the students and of us, the teachers. However, there is no place on the students' report cards to put grades appropriate for the instructional program. That means that your pupils get no grade at all, or the home room teacher gives failing marks in English because the child is being judged on the same standards as his or her English-speaking classmates. Once again you and your efforts are diminished. But that is nothing compared to what awaits you when your principal has to evaluate you as a teacher.

He or she does not know what it is you are doing, so the principal does not know any other way to evaluate what you have done except to measure you on the same standards as the other teachers, just as your students have been compared with their classmates. You may even have a principal like the one that Ms. Y had. She asked me, one day as I was visiting her class, what she could do about her principal. I asked her what her problem was. Ms. Y replied that the principal had visited her ESL class the week before to observe her teaching in preparation for her evaluation. At the end of the observation period the principal told Ms. Y he was pleased with her many good qualities but was very concerned that her ESL classes talked too much!

What happens when we try to be professional enough to uphold our standards and try to get these inequities against our students and ourselves corrected? The full weight of the Federal government comes down on us! We are accused of being everything from less than cooperative to subversive. First comes the explanation that inflation and declining enrollments have had a negative impact on school financing. We are told of the cuts from the Federal government in school and other aid, that these cuts in federal funding and the high unemployment rate are causing state and local governments to expend monies on needed social welfare programs that could otherwise have gone to the schools, while, at the same time, there is a rebellion against increasing taxes. Senior citizens and other people who do not have school-aged children vote down increases for school funding. Utilities and other vendors to school systems keep raising their rates. And, yes, our salaries have gone up, too, though not nearly as much as inflation.

Unreasonably, the public and the government have expected per pupil costs to remain the same while the cost of everything else has tripled and quadrupled, and while legislating more and more mandated programs, such as special education and consumer education, for which they do not provide appropriations anywhere near the amount needed to meet their mandates. Even those school districts which are philosophically inclined to meet the needs of their limited-English-proficient students do not have the financial resources to place a high priority on the special programs which these children need. . . .

The Federal government has justified the cuts in educational spending on the grounds that more money is needed for defense. At the same time it bemoans the fact that there are not sufficient people in the Armed Forces with the skills to run the complex machinery and weapons which we now have. For some unfathomable reason, the decision makers at all levels of government as well as in the private sector are unable to comprehend the connection between under-

*Continued on next page*

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## CARE AND NURTURING

*Continued from page 14*

funded school systems and a lack of trained people. . . .

Our colleagues in the regular program, who have long been frustrated by their own inability to meet the needs of their limited-English-proficient students and who find themselves doing tasks which they have no desire or training to do, i.e., teaching English instead of history or biology, have found out that they cannot teach history or biology if their pupils do not understand them. They begin to resent them and to resent us —especially us—when their friend down the hall with some seniority is transferred or laid-off while the brand new ESL or Bilingual specialist is retained. Morale is so low in some schools that any faculty spirit which may have been there is long gone. The experienced classroom teacher, long the unofficial trainer of the new elementary teacher, who would hold friendly chats at lunch time to give the new teacher the benefit of her experience, and who would gladly loan a ditto master or two, now gives only a cursory "hello" and fears for her own job.

Teacher unions, a vital and necessary force in these critical days of cutbacks and threats to contracts, understandably have to support the traditional concept of seniority: last hired, first fired. Therefore they must protest when ESL and Bilingual teachers, who are often less senior members of the teaching force, are kept on and more senior teachers are released. Thus we cannot look to our unions to nurture us through these hard times.

We now have a double burden. In addition to teaching our students under some of the aforementioned conditions, we have to continue to care about them even though others do not care about them, nor about us. We must be their advocates as well as their teachers. We often have to fight prejudice towards our students for not being "American." And rationality makes no headway against bigotry or close-mindedness.

An experience of one of my colleagues will illustrate what we are up against. Ms. Z, not to be confused with Ms. X or Ms. Y of whom I spoke earlier went to Springfield, the Illinois state capital, last year, to lobby some of the legislators in an effort to win votes for an appropriation for the mandated Bilingual Education program. While speaking to a group of representatives, one of them asked her why we don't just teach them English instead of this "bilingual education stuff." Ms. Z explained that English as a Second Language is a required component of every bilingual education program. This representative then said, "Well, why teach it as a second language? Why don't you teach English as a first language?"

Can we realistically hope to change the mind of a person who does not know that children have learned to speak before they start school? . . .

Suburban and rural districts, while they certainly have not escaped any of the problems mentioned thus far, have not had to cope with the most gigantic problem of all: the flight of the middle class. In large cities all over the country, the majority of the students are now minority students from the lower socio-economic groups. The movement into the suburbs has eroded the tax base; the transfer of students into private schools has caused the private schools to grow and hire away some of the best public school teachers. Other teachers, especially the younger, more innovative ones who see no career future in education, are leaving the profession. All of this is undermining the one single institution that has done the most to foster the growth of the middle class as the dominant class in this country.

Most of our students are not yet members of the middle class. Their families, for various reasons, each of which could be a major topic, did not have or did not take advantage of the public school system, but *have* pinned their hopes on

*Continued on next page*


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## CARE AND NURTURING

*Continued from page 15*

their children who are now in school. These are the children we teach. Without *the* most basic tool—the ability to understand and speak English well—they will not make it either. We must nurture these children educationally.

But we are mere mortals. Under attack from so many sides, how do we do all this? One way is to turn to our family and friends for moral support. But being family and friends, they support us as individuals. Where do we go to get the specialized support and understanding that comes only from someone who has been through the same experience? For many of us it is our professional associations. . . .

We need to take *more* action. We must break out of the Elementary SIG into the Association as a whole, and out of the classroom into education as a whole. It is true that being tied to a classroom for at least six and sometimes seven hours per day, five days per week, not counting preparation time before and after school, makes it much more difficult for us to do the research and writing and committee and seminar work that college teachers are able to do with their short and flexible class hours. But we must still make the effort by:

—taking an active role in professional organizations, not only TESOL but in such groups as NABE, the International Reading Association, the National Council of Teachers of English, the American Council on the Teaching of Foreign Languages, etc.

—participating in the formation of special interest groups within these organizations & in state organizations.

—writing of position papers and the distributing of policy statements and pertinent information or English as a second language and bilingual education to school districts.

—setting up communication *networks* so that we can be reached quickly when telegrams have to be sent to back or oppose legislation.

—and making our presence felt.

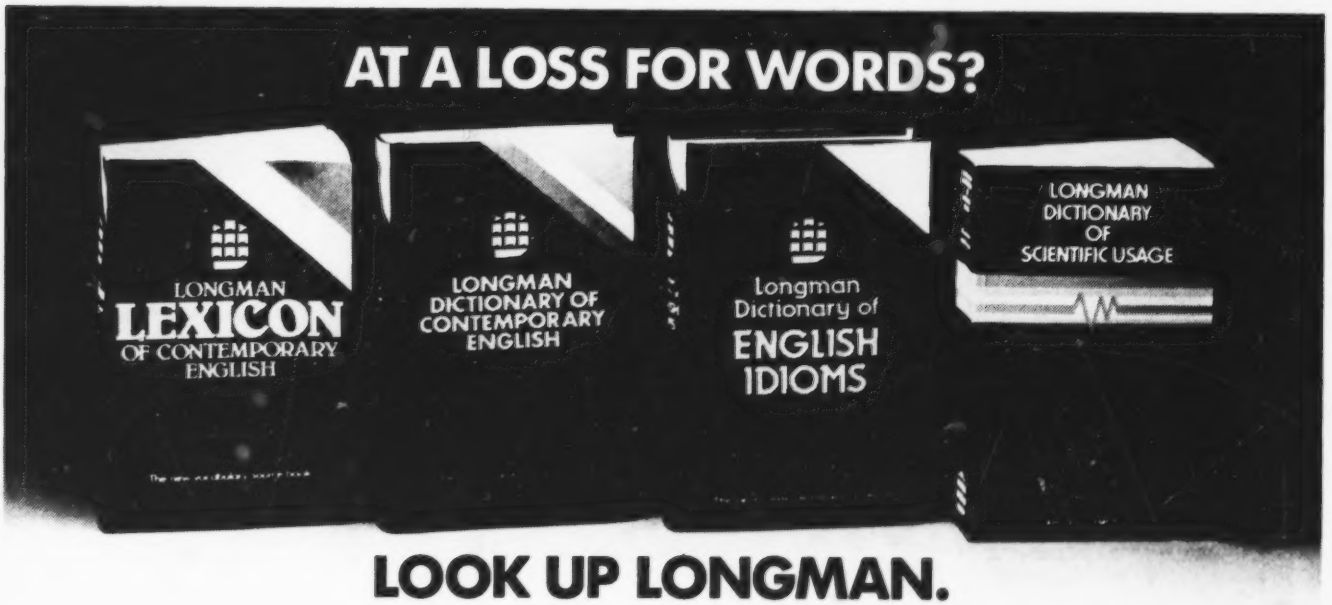
We have to break out of the stereotypes we were raised with and by which society views us. The majority of elementary school teachers are women and that means we have to fight sexism. We generally do not hold doctoral degrees; therefore our scholarship is questioned. We have been conditioned to think that just because we are only elementary teachers, we do not have much to offer. Nonsense!

Many people outside the profession ask why we continue in the classroom when, as educated people, we could make more money and receive more respect in the business world. They ask why we care when so few care about us.

How can one explain the thrill we teachers receive each time one of our pupils makes that breakthrough and is able to take his/her place beside English-speaking pupils and go on to success and a fulfilling life in this country? We who have experienced it know that that is what nurtures and sustains us, brings us on our own time and our own money to conventions, and gives us pride in ourselves and our work. It is why we care.

This article is excerpted from a plenary session address delivered by Marsha Santelli at the Indiana TESOL Convention in October 1981. Her address is 2531C West Howard Street, Chicago, Illinois 60645.

The deadline for the February issue is December 20. Send items to: Alice Osman, Editor, *TESOL Newsletter*, 370 Riverside Drive, New York, N.Y. 10025. Telephone: (212) 663-5819.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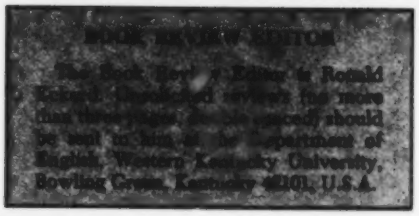
# REVIEWS



## LECTURES FOR LISTENING COMPREHENSION

William S. Annand. American Language Academy, 11426 Rockville Pike, Rockville, Maryland 20852.

**Reviewed by Carol Cargill-Power**
*University of South Florida*

*Lectures for Listening Comprehension*, part of the American Language Academy ESP series, is designed for the type of SP program which we know as English for Academic Purposes (EAP). The listening comprehension tapes and accompanying exercises are geared to the university classroom setting. A very positive pedagogical technique used in this text is that of exposing the student to multiple lectures on various topics with immediate feedback to the student via a multiple choice quiz to assess his comprehension level. The advantage of presenting lectures of approximately five minutes in length is that both student and teacher can get fairly immediate evaluation of the level of understanding on the part of the listener. While it might be argued that these short lectures do not truly resemble university lectures which would be of a duration of an hour or more, they are nonetheless extremely valuable as devices used to teach listening skills. The objective of these brief exercises is to teach listening comprehension as a skill. It is not to provide a standardized instrument to measure listening proficiency. In keeping with sound pedagogical practices, such a text should have many different but brief listening texts to be followed immediately by a brief and interpretable evaluation of the student's listening comprehension of that material.

A special feature of this work is the Introduction which lists sixteen tips for the student to help him to understand how to use the book. The language of these is very clear and appropriate to the student on the high intermediate or advanced level. It is *not* aimed at the beginning student of ESL. A series of key words are provided for the note-taker in order to assist him in an exercise in auditory scanning. This technique is an extremely useful device for developing listening skills. The number of multiple choice items for each lecture is sufficient (thirteen to fifteen items) for the purpose of ascertaining the amount of comprehension achieved.

This text includes high quality tapes as well as a workbook for the student to follow. ALA has already developed an extremely successful series on ESP entitled *The ALA ESP Series*. If the *Lectures for Listening Comprehension* text is an indication to the consumer of the quality of the entire series, there is little doubt that is a winner.

Carol Cargill-Power is the director of the Graduate Program in Applied Linguistics/TESL and the English Language Center, University of South Florida, Tampa, Florida 33620.

## PICTURE IT! SEQUENCES FOR CONVERSATION

Joan Croom, Richard Toglia, John Dumicich. 1981. Regents Publishing, 2 Park Avenue, New York, N.Y. 10016.

**Reviewed by Greg Larocque**
*Public Service Commission of Canada*

*Picture It!* is a rather unique ESL book. It is designed for "adolescent and adult students of English as a second language" and keeps them constantly in focus. It can be used in basic or intermediate classes, but would seem to be appropriate for almost any level. It complements either a grammar-oriented or a functional/notional syllabus and could be used to advantage in either. It is primarily to encourage speaking, but could spur activities in any of the other three skills. What makes *Picture It!* unique is, first, its terrific adaptability. It does not lock itself into any approach, skill, or technique.

*Picture It!* consists primarily of pictorial action sequences, 15 units of them. Each unit has four parts. The first part is four 8-picture sets of actions, making a sequence, which are then followed by "Base Sentences." These are arranged into four 8-sentence sets which correspond exactly to the previous sets of pictures. Following the "Base Sentences" are four sets of "Practice Exercises" which, again, correspond to the pictures but go beyond the tasks demanded in "Base Sentences." Each unit ends with a "Conversation" which, again, relates to the pictures but takes the students beyond even the "Practice Exercises" in both task and language.

But how, you may be asking, does this make *Picture It!* so adaptable? The first point is that the visual cue to students is *non-linguistic*; they are not immediately locked into a dialogue, or a reading text, or a set of comprehension questions. They are immediately introduced to meaning, to sequence of actions, which make no linguistic demands for understanding.

Also, if one wants to pursue a particular grammar item or function, one need only consult the Table of Contents which is arranged by topic, grammar item(s), and function(s) pertinent to each action sequence. For example, Unit 2 is titled "The Trip to Work" (topic) and would have students using "simple present, negatives, adverbs of frequency" while in the process of "describing habitual actions, asking about habitual actions." In Unit 15, "House Cleaning," students give advice and express uncertainty about future events by using "if, why not, maybe, perhaps, will, might." The units are quite varied in content and parallel the life-styles of the two main characters, a young career man and a young career woman.

It is in this regard that a criticism could be made, though only a mild one at best. There are very few family sequences, in fact. The only one is in Unit 6, "A Vacation Trip." If most of the students in a class were indeed married, this might seem to make the text weak. On the other hand, everyone gets up in the morning, goes to work, buys clothes and food, goes to the doctor's office, and fights with coin-operated machines. Married or not, most of the book is still applicable to most students.

Another "disadvantage" is that there are very few teaching suggestions offered in the book. To some people (teachers *and* students), *Picture It!* might seem very narrow in scope.

On the contrary, the absence of a glut of exercises and a minicourse on techniques is the second major reason that *Picture It!* is highly adaptable. A better phrase than "narrow" would be "clearly-focused." This kind of clear focus very much typifies the basic Silent Way approach of the consultant on this book, John Dumicich. Our attention is not distracted by a series of exercises to plod through or a static dialogue to memorize. Instead, each student must focus on his *own* experience, his *own* participation and output, his *own* learning. Similarly, each teacher must focus on the *teacher's* own role, *his* own dynamic and approach, on *his* own *teaching*.

*Picture It!* challenges both teachers and students equally. Each is encouraged to see more clearly the uniqueness of his/her respective role. For both, it is a valuable book to have and use—for those who want to accept the challenge!

## DOUBLE ACTION PICTURE CARDS

Jane Yedlin. 1981. Addison-Wesley, Reading, Massachusetts 01867.

**Reviewed by Diane Hurley**
*Former ESL Coordinator, Centinela Valley Union High School District*

Jane Yedlin's *Double Action Picture Cards* may well be one of the most versatile sets of visuals on the market today for teachers of ESL. The set consists of 24 pairs of display-sized pictures which introduce, reinforce and review structures and functions by motivating students to talk about pictures. The wide range of situational settings such as occupational, recreational, and problematic make the cards appropriate for junior high through university levels. The teacher can choose from either of two indexes—structural or functional/notional—and develop lessons for beginning, intermediate or advanced students.

What makes these materials so unique and yet practical is the "double action" feature. Each pair of pictures shows a character engaged in two distinct situations. Side *A* shows a character in a work setting surrounded by tools of the trade. Side *B* shows the same character in a personal, recreational or problematic situation.

The cards are paired so that the structures and tenses can be compared and contrasted. For example, what a character does for a living can be contrasted with what he's doing at present. What a person did yesterday is contrasted with what he is going to do tomorrow, and what someone "should do" contrasts with what he "shouldn't do." The structures are more meaningful and better retained when presented and practiced in contrasting pairs. Essentially the students are presented with a grammatical paradigm and can then try to put it together themselves. They understand the meaning of the structure from the picture, observe how it

*Continued on page 19*

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## REVIEWS

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is formed, and have the opportunity to make new examples.

A good example of the "double action" feature and the added ingredient of humor would be card #1, The Chef. This card contrasts the simple present with the present continuous. Side *A* teaches the present tense, eliciting responses to questions such as, "What does the chef do everyday?" According to the picture, he "fries hamburgers (or eggs, sausages, etc.), bakes bread, prepares salad, slices meat, etc." To introduce Side *B*, the teacher explains that the chef is not working now. This can be done by drawing a clock on the board and showing working versus non-working hours. The teacher then encourages students to guess what the chef is doing now. I was always delighted at the number of structurally correct guesses, considering the fact I use this particular card to teach the previously "not learned" present continuous. Side *B* shows us that the chef is taking a bath, reading a book, drinking a glass of wine, etc. Many of the cards can be used to teach or reinforce more than one structure. Clearly they afford students an opportunity to demonstrate acquired language.

Characters such as the chef, the carpenter, the policewoman, the boxer, the gas station attendant, the pawnshop owner and the factory workers encourage learning about real-life situations. All age groups are depicted in the cards, and an effort was made not to stereotype occupations by sex. The characters are not idealized or plastic-like families such as the Smiths, the Johnsons, or the Norrises of many ESL texts. These characters are seen arguing, fighting, loafing, cleaning up messy apartments, and trying to meet members of the opposite sex. The settings include: an emergency room, a noisy movie theater, a dress shop, a ranch, an appliance store, a factory and many more. Because the cards do offer a variety of settings, there are extensive possibilities for meaningful conversation. Students can discuss what to say at the disco, the restaurant, the pharmacy and the bank. They can also discuss what to say when someone blows smoke in their faces in a movie theater, or when someone pushes ahead of them in line at the supermarket. The *Double Action Picture Cards* bring the idea of notions and functions down to earth.

As coordinator of an adult education ESL program, I not only used the cards myself, but observed how adaptable the cards are regardless of teaching style. The cards help teachers develop a sense of situations, and aid the instructor in seeing the possibilities in pictures and situations. The materials encourage teachers to facilitate rather than dominate. When students look at a picture depicting an accident about to happen, they are motivated to comment on it. Both new and experienced teachers will appreciate the teaching manual which offers extensive suggestions for discussion, vocabulary development, role playing and eliciting. The two indexes clearly indicate which cards can be used to teach certain structures or functions. With this flexibility, the cards can be used in conjunction with any adopted curriculum, textbook series, or simply as a supplementary material. They are excellent for a class emphasizing development of oral communication skills.

Although no writing component accompanies the cards, a variety of writing activities could be designed to suit the individual teacher's needs. Teachers can prepare short cloze or listening-dictation exercises based on the pictures. More advanced students could write brief paragraphs. This allows the teacher to control the level of writing activity. The absence of a writing book in no way detracts from what the cards were designed to do.

Regarding effective usage of the *Double Action Picture Cards*, my only recommendation would be that the cards be demonstrated at a staff workshop whenever possible. Some teachers may need help with the technique of eliciting responses from the students. The cards provide for an excellent materials demonstration.

The author of the *Double Action Picture Cards* holds an M.A. in TESOL and has spent six years in the ESL classroom. Her cards certainly demonstrate that "a picture is worth a thousand words."

## *LANGUAGE AND SPEECH*

George A. Miller. 1981. W. H. Freeman & Co., 660 Market St., San Francisco, California 94104. (i-viii + 150 pp.)

**Reviewed by Anthony Lewis**
*University of Michigan-Ann Arbor*

George Miller's *Language and Speech* is a most welcome contribution to the rapidly growing number of textbooks treating the study of language. As a text, it can be used in any introductory linguistics course. It can also supplement readings in courses dealing with the psychology of language, speech, or cognitive psychology. Teachers in the field of ESL or teachers of any second language, for that matter, may wish to read it simply for a review of some of the important issues regarding language acaquisition and language and thought.

Miller's text is not, as its title may lead one to believe, merely an introduction to language and speech. Rather, the author's text provides a new twist for those of us brought up in the humanistic tradition of language study. As the author states in the preface, the study concerns itself with the "science of language" (p. vii). This "scientific" theme is nicely interwoven throughout the text and balanced with the more traditional issues of language study as discussed by social scientists in anthropology and psychology. In a word, the scientifics of language that Miller prescribes in his treatment revolve around the science of biology and the "biological basis of human language" (p. vii). According to the author:

> A focus on the biological side of language thus provided a basis for selecting particular topics from a wide range of different approaches, yet imposed a common theme that I hope will suggest the underlying coherence of the field (pref. vii).

*Language and Speech* consists of twelve chapters, a *Guide to Further Reading*, and an index. Chapter 2, "Animal Communication," takes up the "biological" theme of the text and provides a good contrast to the material presented in the first chapter which examines the uniquely human properties ascribed to language by the ancients. Chapter 3 describes the "Evolution of Human Language," while Chapters 4, 5 and 6 discuss the properties of speech, speech perception, and phonetic and phonological systems. Chapter 7 takes up the issue of language structure and also provides good information on artificial language, communication systems, the creative aspect of language systems, and structuralism. Chapter 8 examines the formal rules comprising syntactic systems, phrase structure grammars, and transformational components of language systems. Chapter 9 is devoted to the "Lexicon," while Chapter 10 takes a new look at language acquisition. I particularly liked Chapter 11 entitled "Conversation" as many issues currently in the forefront of linguistic circles (ambiguity, speech acts, etc.) are introduced.

Many of our ESL classes are filled with students representing the "hard" sciences (pre-med, dentistry, engineering, etc.). I have found that these students are very interested in the "science" of language. They particularly like to write short compositions on animal communication and the like. As professionals in ESL, we can often motivate the most "hard nosed" scientific student's interest in learning language by showing him/her the scientific issues involved in language learning, as Miller's text does. I highly recommend the text.

## *READING BY ALL MEANS*

Fraida Dubin and Elite Olshtain. 1981. Addison-Wesley, Reading Massachusetts 01867.

**Reviewed by Liz Hamp-Lyons**
*University of Edinburgh*

Dubin and Olshtain's book declares itself to be "a self-instructional text," although a plan for its use by a teacher with a class is also included. One of the most exciting things about this book is that it contains many readings, each of which is only used for one or two activities/exercises, rather than the much more common approach of having a small number of readings followed (and/or preceded) by a large number of activities/exercises. The obvious advantages of Dubin and Olshtain's approach are that the students get a much greater exposure to a variety of texts, and they are less likely to become bored due to over-utilization of a text.

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**CORRECTION**

**In the June *TN* the wrong telephone number for Longman Inc. was given in connection with a review on these pages. The correct Longman number is (212) 764-3950.**

## CULTURAL ACCOMMODATION

*Continued from page 12*

card for every student. Handed out at the beginning of class, I not only knew who was present but I soon learned every student's name and face.[3] It was also obvious from the surplus who was not there. With this technique, a well meaning student could not simply reply "present" for an absent friend (something that happened more than once during my first semester) whose name or number had been called. This procedure changed an impersonal, unpleasant chore into one which was privately acceptable and quite effective, with the added bonus of establishing a more personal basis for class activities.

For composition classes I used another method. At the beginning of each term, when I informed students that attendance was required, I further stipulated that late work and make-up work would not be accepted for credit. From then on, in-class writing exercises, usually unannounced, and out-of-class assignments guaranteed a high rate of attendance. The students not motivated by the challenge of the work were at least motivated by the desire to get credit for their work.

Copied work was another problem. Whether on examinations or routine assignments, it was pervasive and, in the case of examinations, so frenzied that my choices seemed harsh indeed. By turning a Nelson's eye to this activity, I could, as many teachers did, simply ignore its existence; by using Draconian methods, I could prevent it from happening. It was a case where the two cultures were definitely at odds.

The solution for the composition classes was clear. In lieu of examinations, I decided to base my evaluation on the entirety of the student's work. In this way the student had to attempt at consistency and quality of expression, not for one or two testing periods, but for the length of the term. This furthered the goals of ESL teaching and created a personal, supportive class atmosphere rather than an impersonal, adversarial one.

In conversation classes, a similar technique proved useful in discouraging copying. Giving extra weight to active class participation helped eliminate examination frenzy. Administering more than the usual one or two examinations and assigning projects for additional credit also depressurized the situation.

Copying assignments, while less innocuous, just as surely undermined the learning process. In some classes, I was told, copied work was almost as mechanical as xerox reproduction with one or two students selected at the term's outset to perform the work while the remainder of students merely transcribed the exercises. One reason this was so blatant was that too often teachers did not read students' work (understandable in classes numbering over 100 students). For me, reading the same paper 35 times dampened my enthusiasm as well. Undaunted I decided to teach my students two English words: masterpiece and master copy. I told them I wanted to read each and every "masterpiece" but only the one "master copy." Additionally I tried to assign exercises which did not lend themselves to patent reproduction. Inevitably I did receive some "master copies," usually in response to those exercises whose assignment I had tried to avoid. Yet in general my promise to treat the students' work seriously fostered a sense of responsibility, maybe even pride, in the students for their work.

Still I had to applaud the organizational skill and cooperation among students. To let this go untapped or misdirected was wasting a vital resource. As a result, I encouraged students to *work together* on assignments, to talk over the point of a lesson or lecture,

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[3] While a seating chart would have had the same result, such a procedure would have negated one of the tangible privileges of the university student—to select his own seat.


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# THE STANDARD BEARER

Edited by Carol J. Kreidler
*Georgetown University*

## COLLECTIVE BARGAINING: A VIABLE ALTERNATIVE FOR ESL/EFL TEACHERS IN HIGHER EDUCATION

by Myra Shulman
*The American University*

If ESL teachers at a private university decide to form a union and attempt to become certified as a collective bargaining agent, they will move through three stages, each requiring a particular ingredient for success. Stage One is the organization of the teachers into a union. The crucial ingredient is unity among the members. Stage Two is the attempt to become a collective bargaining agent, which involves filing a petition at the National Labor Relations Board (NLRB). The necessary ingredient is the book, *How to Bring a Case Before the NLRB*, by Kenneth C. McGuinness (1976, 4th edition. Washington, D.C.: Bureau of National Affairs). Stage Three is the representation hearing and its aftermath, which may include an appeal and/or election. At this stage you need to have sufficient finances to hire a labor lawyer or to find one who will take the case *pro bono*. Underlying all three stages must be a commitment by the members to their mutually agreed upon goals.

The nontenured teachers at the English Language Institute (ELI) at The American University in Washington, D.C. have successfully completed these first three stages in what is a lengthy, complex process, made even lengthier as a result of the Supreme Court's *Yeshiva* decision in February, 1980. The Supreme Court ruled (5 to 4) that the faculty at Yeshiva University was managerial and thus could not be recognized as a collective bargaining unit because managerial employees are excluded from the National Labor Relations Act's coverage. The Supreme Court has defined managerial employees as those who "formulate, determine, or effectuate management policies by expressing and making operative the decisions of their employer." In *Yeshiva* the Supreme Court affirmed the decision of the Court of Appeals by agreeing that the Yeshiva faculty "in effect, substantially and pervasively operate the enterprise . . . their authority in academic matters is absolute." Since the precedent-setting *Yeshiva* decision, faculties at private universities have been impeded in their efforts to gain recognition as collective bargaining units.

### BACKGROUND

The English Language Institute Faculty Association (ELIFA) was founded by thirty-six of the thirty-seven teachers at the ELI of The American University on September 26, 1981. Of these thirty-seven teachers, fifteen were on full-time staff contracts, while also being classified as adjunct faculty.[1] The remaining twenty-two teachers were classified as adjunct faculty, although nearly all of them taught full-time hours (17.5 hours per week). The "part-time" teachers received no fringe benefits, had no grievance procedure, and worked on a semester-to-semester basis. All thirty-seven teachers did the same work, generally taught the same number of hours, and received approximately the same pay, although "part-timers" were paid at an hourly rate and "full-time staff" were paid a nine-month (academic year) salary.

The ELIFA hoped to clarify and improve working conditions for all the nontenured teachers. An initial survey of the members in October revealed that many felt the ELIFA should attempt to become certified as a collective bargaining agent in order to achieve its goals. Accordingly, thirty-five of the thirty-six members signed cards which authorized the ELIFA to be the exclusive bargaining agent for the nontenured teachers. As this far exceeded the 30% required by the NLRB, the ELIFA was ready to file a petition at the NLRB seeking a representation election. First, however, on January 20, 1982, letters were sent to The American University President, Richard Berendzen, and the Chairman of the Board of Trustees asking for official recognition of the ELIFA as the bargaining agent for the teachers at the ELI.

The Provost, Milton Greenberg, denied the request on February 12, 1982. Therefore, on February 16, the ELIFA filed a petition at the NLRB seeking an election. Because the university officials objected to the election, a representation hearing was scheduled. The hearing, which lasted for thirteen days spread over a six-week period (March 12—April 21), investigated the issues of managerial status and community of interest. The university administration claimed that the teachers at the ELI were all managerial (the *Yeshiva* Case) and that part-time teachers did not have a community of interest with the full-time teachers. The opposing lawyers turned in briefs on May 21, 1982, and on July 9 the NLRB Regional Director in Baltimore ruled that the ELIFA should have an election on August 5, 1982. In his eight-page decision the Regional Director stated that "the teachers are not managerial employees . . . there is no evidence that coordinators possess any other indicia of supervisory authority." In addition, the part-time teachers "should be *included* in the bargaining unit inasmuch as they have a sufficient community of interest with the fulltime teachers." The three teaching assistants and a teacher on leave of absence were excluded from the unit by the Regional Director.

### DECISION APPEALED

On July 22 the university administration appealed the decision, asking that the NLRB review the Regional Director's decision, and on July 29, ELIFA's lawyer, Nik Edes, filed an answer opposing the request. On the afternoon of August 4th, the NLRB denied the university's request for an appeal.[2] Therefore, the election was held from 11 A.M. to 2 P.M. on August 5th, and the ballots were counted immediately afterward by the NLRB official who had supervised the election. The outcome of the election was 28 votes for ELIFA to be the collective bargaining agent for the teachers at ELI and one vote against. Except for four teachers who were out of town on summer vacation, *all* the eligible teachers voted, an indication of the commitment the ELI teachers feel toward their goal. After receiving official certification from the NLRB, ELIFA hopes to begin collective bargaining with the The American University.

Although well aware of the difficulties involved, the teachers at ELI chose this particular course of action after having exhausted other means of communication with university officials. They believe that collective bargaining

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### IN MEMORIAM: ADELA M. MÉNDEZ

Dr. Méndez died on May 17th in Phoenix, Arizona. She was a charter member of TESOL.

A considerable part of Dr. Méndez' professional life was spent in Puerto Rico, where she was known as an outstanding educator. As a young woman in World War II, she served as an officer in the U.S. Navy, after which she obtained her doctorate at Teachers College, Columbia University.

Dr. Méndez subsequently initiated and directed the Department of English in the Faculty of General Studies at the University of Puerto Rico, and later on she became director of the English Program in the Commonwealth Department of Education. In addition, she served twice as a Fulbright Professor, once in Spain and once in Colombia.

After she retired, she organized and directed the Puerto Rican Division of the *Reach to Recovery Program* of the American Cancer Society. Dr. Méndez will long be remembered for her contributions as an educator and as a concerned citizen in Puerto Rico.

*Pauline M. Rojas*

## NATIONAL CENTER FOR BILINGUAL RESEARCH APPOINTS NEW DIRECTOR

The National Center for Bilingual Research in Los Alamitos, California, announces the appointment of Dr. Amado M. Padilla as its new director. Dr. Padilla is Professor of Psychology at the University of California at Los Angeles. He has also served on the faculties of the University of California at Santa Barbara and the State University of New York. In addition, he has directed the Institute for Applied Behaviorial Science at UC Santa Barbara and the Spanish Speaking Mental Health Research Center on the UCLA campus. Dr. Padilla's research interests have concentrated primarily on questions of childhood bilingualism and he has published more than 70 books and articles on various subjects in a variety of journals. He is also the founding editor of the *Hispanic Journal of Behavioral Sciences* and a consulting editor to a number of professional journals, including *The Bilingual Review/La Revista Bilingue*.

A fellow of the American Association for the Advancement of Science, Dr. Padilla has served on several National Academy of Sciences committees on issues pertaining to research in education and the placement of minority children in special education classes.

## JOB OPENINGS

*Continued from page 8*

**University of Hawaii at Manoa.** The Department of ESL has graduate assistantships for 1983-84 for persons accepted into ESL/M.A. Program. To qualify for appointments, applicants must have taken aptitude portion of the GRE & have experience in ESL/EFL teaching. Foreign applicants with TOEFL scores of 600+ considered if residents for at least one semester. Initial appointments begin end of August '83 for academic yr. & renewable for second yr. Responsibilities: appr. 20 hrs./wk. of supervised teaching in English Language Institute or Grammar Lab, or other related duties. Stipend: $5016 per academic yr. (12-monthly installments) plus tuition waiver. Application forms for assistantship & admission to M.A. Program from: Dr. Richard R. Day, Chair, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, MO 570, Honolulu, Hawaii 96822. Deadline for completed forms for assistantships, GRE scores, letters of recommendation, admission applications & all supporting documents: Feb. 1, 1983. Successful applicants to be notified after Mar. 20, 1983.

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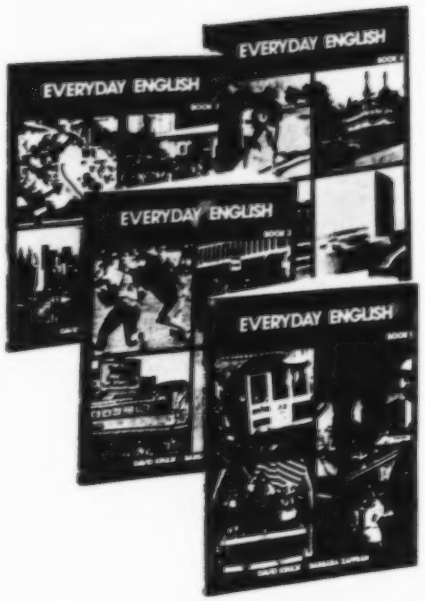


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# 1982 TESOL CONVENTION REGISTRATION

**Japan, Canada and Mexico Lead International Figures; Hawaii, California and New York are U.S. Top Three**

Forty-five countries were represented at the 16th annual TESOL Convention in Hawaii, plus 47 states, the District of Columbia, Puerto Rico, and seven Trust Territories of the U.S. Out of a total registration of 2680, there were 625 participants from abroad, or 23.3%. Nearly 60%, or 3/5 of the participants, chose to preregister for the convention.

The host state of Hawaii was by far the leader with 553 representatives at the convention. Predictably, the international contingent came in greatest numbers from Japan, with 182. Canada, Mexico, and the UK were all well represented. The only states in the U.S. without representation were Maine, North Dakota, and West Virginia.

**International Registration**

| | Prelim | Onsite | Total |
|---|---|---|---|
| Japan | 115 | 67 | 182 |
| Canada | 85 | 33 | 118 |
| Mexico | 66 | 6 | 72 |
| United Kingdom | 39 | 2 | 41 |
| Saudi Arabia | 10 | 9 | 19 |
| Chile | 1 | 17 | 18 |
| Australia | 10 | 7 | 17 |
| Hong Kong | 13 | 2 | 15 |
| Korea | 5 | 9 | 14 |
| China | 11 | 2 | 13 |
| Thailand | 7 | 6 | 13 |
| Venezuela | 6 | 6 | 12 |
| Philippines | 3 | 9 | 12 |
| Singapore | 7 | 2 | 9 |
| Brazil | 6 | 1 | 7 |
| Israel | 6 | — | 6 |
| Egypt | 4 | 1 | 5 |
| Germany | 4 | — | 4 |
| Taiwan | 3 | 1 | 4 |
| Indonesia | 1 | 3 | 4 |
| Colombia | 3 | — | 3 |
| Nigeria | 2 | 1 | 3 |
| Turkey | — | 3 | 3 |
| Portugal | — | 3 | 3 |
| Fiji | 2 | — | 2 |
| Spain | 2 | — | 2 |
| Kuwait | 1 | 1 | 2 |
| New Zealand | 1 | 1 | 2 |
| Sweden | 1 | 1 | 2 |
| Morocco | 1 | 1 | 2 |
| France | — | 2 | 2 |
| India | — | 2 | 2 |
| Papua New Guinea | 1 | — | 1 |
| Italy | 1 | — | 1 |
| Finland | 1 | — | 1 |
| Norway | 1 | — | 1 |
| Dominican Republic | 1 | — | 1 |
| Belgium | 1 | — | 1 |
| South Africa | 1 | — | 1 |
| Denmark | — | 1 | 1 |
| Ecuador | — | 1 | 1 |
| Angola | — | 1 | 1 |
| Peru | — | 1 | 1 |
| Malagasy Republic | — | 1 | 1 |
| **Total International:** | 422 | 203 | 625 |

*Continued on next page*

## CONVENTION REGISTRATION

*Continued from page 22*

**U.S. Registration**

| | Prelim | Onsite | Total |
|---|---|---|---|
| Hawaii | 210 | 343 | 553 |
| California | 204 | 123 | 327 |
| New York | 134 | 76 | 210 |
| Illinois | 71 | 27 | 98 |
| Texas | 50 | 39 | 89 |
| Oregon | 38 | 13 | 51 |
| Washington | 38 | 12 | 50 |
| New Jersey | 35 | 15 | 50 |
| Dist. of Columbia | 33 | 14 | 47 |
| Colorado | 33 | 11 | 44 |
| Pennsylvania | 26 | 14 | 40 |
| Arizona | 31 | 9 | 40 |
| Massachusetts | 30 | 7 | 37 |
| Virginia | 22 | 14 | 36 |
| Florida | 18 | 13 | 31 |
| Michigan | 18 | 11 | 29 |
| Alaska | 5 | 19 | 24 |
| Maryland | 14 | 9 | 23 |
| Utah | 16 | 6 | 22 |
| New Mexico | 9 | 8 | 17 |
| E. Caroline Islands | 2 | 15 | 17 |
| Minnesota | 10 | 4 | 14 |
| Unknown | — | 13 | 13 |
| Wisconsin | 9 | 3 | 12 |
| Palau | 9 | 2 | 11 |
| Iowa | 10 | 1 | 11 |
| Ohio | 7 | 4 | 11 |
| Indiana | 5 | 5 | 10 |
| Connecticut | 5 | 5 | 10 |
| Tennessee | 7 | 2 | 9 |
| Missouri | 6 | 3 | 9 |
| Puerto Rico | 7 | 2 | 9 |
| Marshall Islands | — | 9 | 9 |
| Georgia | 7 | 1 | 8 |
| Montana | 3 | 4 | 7 |
| Louisiana | 5 | 1 | 6 |
| Guam | 3 | 3 | 6 |
| Vermont | 4 | 2 | 6 |
| North Carolina | 3 | 2 | 5 |
| American Samoa | 3 | 2 | 5 |
| Oklahoma | 5 | — | 5 |
| Kentucky | 4 | 1 | 5 |
| Rhode Island | 4 | 1 | 5 |
| Alabama | 3 | 1 | 4 |
| W. Caroline Islands | 1 | 3 | 4 |
| Delaware | 4 | — | 4 |
| Nevada | 2 | 2 | 4 |
| Kansas | 1 | 2 | 3 |
| New Hampshire | 3 | — | 3 |
| Idaho | 1 | 2 | 3 |
| Mariana Islands | 1 | 2 | 3 |
| Wyoming | 1 | — | 1 |
| South Carolina | 1 | — | 1 |
| Arkansas | 1 | — | 1 |
| Nebraska | — | 1 | 1 |
| South Dakota | — | 1 | 1 |
| Mississippi | — | 1 | 1 |
| **Total U.S.:** | 1172 | 883 | 2055 |
| **TOTALS:** | 1594 | 1086 | 2680 |

## ANNOUNCEMENTS

*Continued from page 11*

### THE VIETNAMESE VERBAL ABILITY TEST

Dr. Robert C. Barron, a Consulting Psychologist to a number of Minnesota refugee programs, has developed a picture-vocabulary-based verbal intelligence test in the Vietnamese language for use with adolescents and adults. The test has been standardized and percentile norms developed. Research studies indicate it discriminates effectively between successful and non-successful ESL students. Uses include administration for initial placement in ESL programs, identification of intellectually gifted or deficient individuals, diagnosis of learning disabilities, and vocational assessment.

The test is short, easy to administer, and can be given either orally by Vietnamese examiners, or by taped directions for non-Vietnamese examiners. Although the test is presently normed for ages 16 and over, the author is willing to collaborate in studies to expand the norms for younger age groups. A test booklet with answer sheets and taped instructions costs $135.

For further information or to order the test contact: Robert C. Barron, c/o Cross Cultural Psychology Services, 6715 Indian Hills Rd, Edina, Minnesota 55435. Telephone: (612) 894-8577.

***Continued on next page***

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## ANNOUNCEMENTS

*Continued from page 23*

### CULTURE LEARNING INSTITUTE SEMINAR

The Culture Learning Institute of the East-West Center announces a seminar for educators on the varieties and functions of English when it is used by people of different nations as a means of communication. The seminar is called ***English as an International Language: Issues and Implications*** and is scheduled to be held June 1 - July 15, 1983.

Seminar topics will include: Varieties of English as an International Language and the differences between EIL and other functions of English; Teacher training and materials development for EIL; The use of native and non-native literature for EIL; Cultural factors influencing communication patterns; and Needed research. The staff of the seminar will consist of an international team of instructors with particular interest and experience in cross-cultural interaction. The seminar is designed for participants who are native or non-native speakers of English who can train classroom teachers, write materials, or develop language policy.

The cost is U.S.$1000 which covers registration, housing, health insurance, and seminar materials. Each participant is responsible for round-trip airfare to Honolulu. The application deadline is January 15, 1983. For more information and an application form, write to: The Director, Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96848.

### *JOURNAL OF LANGUAGE FOR INTERNATIONAL BUSINESS*

This new journal of language studies, dealing with the teaching and study of foreign languages and English for international business, will be published twice a year at the American Graduate School of International Management, Glendale, Arizona. ***Language for International Business*** publishes materials concerning the study of Arabic, Chinese, English, French, German, Japanese, Portuguese, and Spanish for international business.

The journal will accept articles about a variety of topics from the area of international business, cross-cultural and international studies in their relation to the study of foreign languages. Inquiries and previously unpublished articles of general significance to teachers of modern foreign languages and English as a second language in international business programs may be directed to: Dr. Lilith Schutte, Editor, Department of Modern Languages, American Graduate School of International Management, Thunderbird Campus, Glendale, Arizona 85306.

### UNICEF CALENDARS

UNICEF wall calendars, featuring children's art work from around the world, add a colorful touch to any classroom and UNICEF engagement calendars help busy people plan ahead; the profits from both help needy children in over 100 countries. The 1983 editions are available through the U.S. Committee for UNICEF, 331 East 38 Street, New York, N.Y. 10016, and are on sale at locations throughout the United States. For customer convenience, a UNICEF dealer locator service is available by calling toll-free: (800) 228-1666.

*Continued on next page*

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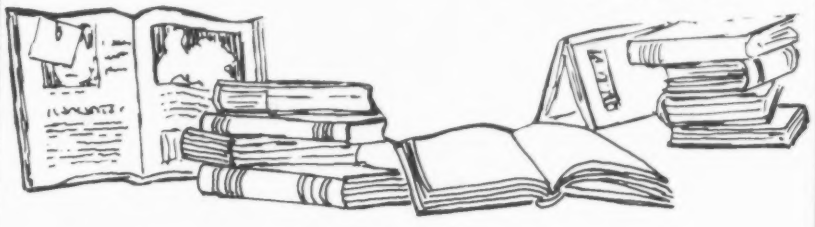

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## REVIEWS

*Continued from page 19*

The organization of the text moves from reading narratives, to reading general information, to reading specialized information, and one assumes that the authors saw some difficulty or skill progression here. I suspect, however, that many young adult foreign students would have more trouble with the concepts in Bronowski's "A Moral for Any Age" or Markandaya's "Remembering" than with those in later selections such as Gwenda Blair's "Why Dick Can't Stop Smoking" or "All About That Baby" (*Newsweek*) which are much more factual and written in a much more literal (as opposed to literary) style. I also find it difficult to distinguish between some of the readings used in the "reading for general information" section and those in the "reading for specialized information" section in terms of the reading skills needed to gain comprehension from them. What is more important, however, is that the authors have clearly thought out what it is they want the student to learn from this book and have then sought out reading passages which will fulfill their objectives, rather than the other way around, which I suspect is the more common approach. The "Guide for Locating the Strategies" in the front of the book is not only a useful guide to the teacher or the self-study student; it is a clear indication that the authors have thought through their views about the strategies involved in reading and have set out to introduce students to these strategies and offer them opportunities for practice, while avoiding lengthy metalinguistic explanations. One may well wish that certain reading strategies had been presented more frequently (for example, topic sentence activities only occur twice; reference words rate three exercises and there are only four scanning activities) and that activities/exercises were more precisely headed (for example, Unit 17, C: "Analyzing the Supporting Ideas in Each Paragraph" is, in fact, a cohesion exercise which includes reference items; it would more correctly have been titled "Discourse Threads," according to the Guide). But such criticisms cannot detract from the major achievement of this book: it teaches advanced reading skills. Where *Reading By All Means* has led the way, other books will surely follow, and one hopes that these will avoid the weaknesses and consolidate the strengths it contains.

The introduction to the book does not indicate the level at which it is aimed, but my own feeling is that it is quite advanced. In general, the readings tend to be more difficult than the activities which relate to them. I find this to be a sensible approach, but the inexperienced teacher might find it difficult to handle, and I cannot help having reservations about how the self-study student would handle it alone.

The best feature of this book is that it really is a *reading* text. It teaches and practices reading skills, it draws upon the students' own background experiences and responses to support their reading comprehension, and it aims to operate on the students and make them react to text at the personal, critical level; it acknowledges that reading comprehension cannot take place in a vacuum. I feel that the only time the authors get diverted from the central issue here is in the written summarizing exercises. Summarizing is a high level writing skill which, although related to reading, does not depend entirely on reading comprehension. Unlike oral summarizing, written summarizing makes very stringent demands on a person's grammatical, structural and stylistic abilities, and its use tempts both teacher and student to lose sight of the goal, which is reading comprehension. I would prefer to see the summary exercises in the book used only for oral summary, perhaps as group work. The summary "answers" in the back of the book are by no means the only correct responses.

In conclusion, however, I want to reemphasize that *Reading By All Means* is much more than another reading instruction text. It represents a step, not perfect, but rich with promise, into a new generation in ESL reading instruction at the advanced level.

Liz Hamp-Lyons is at the Institute for Applied Language Studies, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland, U.K.

## ANNOUNCEMENTS

*Continued from page 24*

### GALA INTERNATIONAL CONFERENCE

The first Greek Applied Linguistics Association International Conference will be held at the University of Thessaloniki, Greece, December 16-18, 1982. There will be plenary and concurrent sessions around the theme "Communicative Language Teaching and Communicative Methodology." Among those offering papers are S. Pit Corder, H. Widdowson, D. Wilkins. The organizers call particularly for papers discussing theoretical aspects, research findings, practical applications. Pre-registration deadline: October 31. For further information write to: Prof. S. Efstathiadis, GALA President, Dept. of English, Aristotle University, Thessaloniki, Greece.

*Continued on next page*


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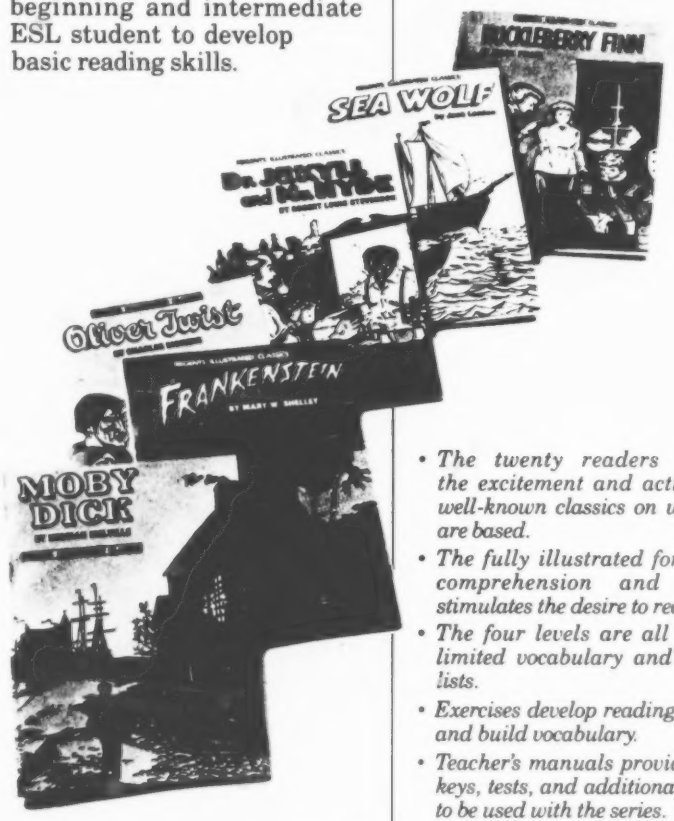


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## COLLECTIVE BARGAINING

*Continued from page 21*

offers the best solution to the longstanding problems that exist at the ELI. The final goal of collective bargaining is to negotiate a contract which will equalize and clarify conditions of employment. As ESL teachers know, this is one of the few rapidly growing fields in American education today, but one in which pay and working conditions are inadequate and ill-defined. Collective bargaining is one way to define and improve the terms and conditions of ESL employment.

As the Carnegie Commission found, "unionization for faculty is more a protective than an aggressive act, more an effort to preserve the status quo than to achieve a new position of influence and affluence." The Carnegie Commission, in concluding that "faculty members should have the right to organize and to bargain collectively, if they so desire," observed: "We may be involved in a long-term period of greater social conflict in society and greater tension on campus. If so, it may be better to institutionalize this conflict through collective bargaining than to have it manifest itself with less restraint. Collective bargaining does provide agreed-upon rules of behavior, contractual understandings, and mechanisms for dispute settlement and grievance handling that help to manage conflict."[3]

FOOTNOTES

[1] In January, 1982, six more staff contracts were awarded, making a total of twenty-one "full-time" teachers.

[2] The denial of the request for an appeal, which is highly unusual in cases such as this one, affirmed the Regional Director's decision.

[3] Carnegie Commission on Higher Education, Governance of Higher Education 40 (1973).

**Myra Shulman**
**President, ELIFA**
**English Language Institute**
**The American University**
**Washington, D.C. 20016**

## ANNOUNCEMENTS

*Continued from page 25*

### TELEPHONE TRAINING FOR THE DEAF

The nation's first complete training program to teach hearing-impaired people to use the telephone successfully is now available nationally to schools and programs serving the hearing impaired.

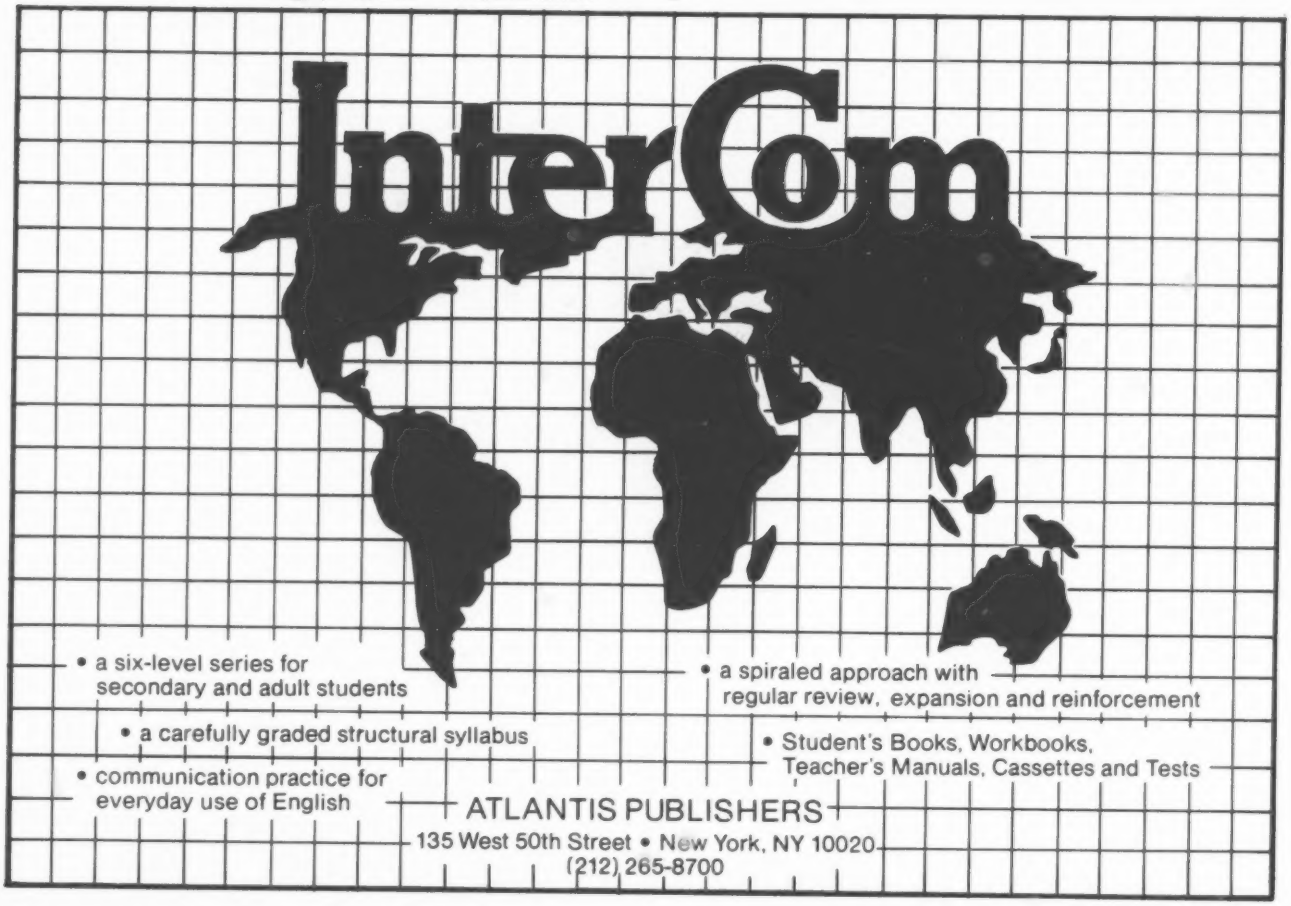
Developed after eight years of intensive research by Dr. Diane L. Castle at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT), *Telephone Training for the Deaf* has been tested successfully on more than 200 students who have elected to take the training. The complete training package was developed for the hearing-impaired person who has some ability to talk and listen on the telephone with family and friends, but who wants to improve communication with strangers. The new materials will help the hearing-impaired person analyze telephone communication problems and develop confidence in the use of the telephone system.

*Telephone Training for the Deaf* is available from the Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W. Washington, D.C. 20007.

### ADDITIONAL RESOURCES IN CENTRAL OFFICE LIBRARY

Following are some of the new books which have been received and placed in the TESOL Central Library/Resource Center. Members who wish to borrow by mail should write to the Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, for a catalog listing. The list is broken down into two sections, *Background Materials* and *Textbooks for the Classroom*, and either or both lists may be requested. The lists will be sent along with instructions for checking out by mail. There is a nominal charge to cover mailing costs.

*Impact: Adult Literacy and Language Skills*, Motta & Riley. Addison-Wesley 1982.
*Notional Functional Exercises*, Messerschmitt. Alemany Press 1982.
*American Kernel Lessons: AKL Beginning* and *Advanced*, Robert O'Neill. Longman 1981.
*Lifeskills: Book 1*, Defilippo & Walker. Addison-Wesley 1982.
*Diccionario B.A.S.I.C.*, A. L. Brown. Jove Publications 1982.
*Navajo Area Language Arts Projects: A Grammar Text*, Arizona 1981.
*Whaddya Say?* Nina Weinstein. ELS Publications 1982.
*PD's in Depth*, Edith C. Trager. ELS Publications 1982.
*Words People Use*, George P. McCallum. Harper & Row 1982.
*Street Life*, Willman & Lloyd. Evans Brothers 1981.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## AFFILIATE/SECTION NEWS

*Continued from page 10*

special columns this year, perhaps ones on socio-political concerns, teaching VESL, and innovative practices. . . .

Also, we plan to have 20 AEIS rap sessions at TESOL, Toronto, and want to make these appropriate for all AEIS members attending. We did a survey of topics while at TESOL, Honolulu, and would welcome your suggestions soon for additional topics . . . We hope this year to make AEIS members more visible in the larger TESOL organization—in the *Quarterly*, the *Newsletter*, at next year's convention. . . . Let me know how you'd like to be more involved . . . in TESOL International.

From a letter by Synthia Woodcock, AEIS Chair, to colleagues in the *AEIS Newsletter*, IX: 1, June 1982.

### PR AND ESL

**by Gloria Gallingane,**
*LaGuardia Community College, CUNY*

Coincidence was the word that came to mind recently, as I connected Darlene Larson's admonition in her address at the Rochester Conference in October to go forth and spread the word about our profession, with subsequent mention and omission of ESL in several other contexts.

In her speech, TESOL's first vice president suggested that we write articles about our experiences, students, and programs and send them in to magazines such as *Redbook* and *Good Housekeeping* to let the public know who we are and what we do.

Shortly thereafter an article appeared in the magazine section of *The New York Times* (Nov. 15, 1981) about students from Mainland China in the U.S. and contained a reference to their English language needs. I was crestfallen that ESL was not mentioned and blamed this omission on the author's probable ignorance of our existence. Things looked better on November 21 when another article appeared, again in the magazine section of the *Times*, regarding foreign student enrollment at preparatory schools whose ". . . hallowed Victorian red-brick halls soon echoed to new languages and abbreviations like 'E.S.L.' (English as a Second Language)."

For the ESL faculty at LaGuardia Community College the mention of our profession in a mayoral proclamation marking the 10th anniversary of the College was certainly a highlight and a matter of pride. In the proclamation, Mayor Koch spoke of LaGuardia's having ". . . a center for the Borough's growing international population which seeks training in English as a Second Language, . . ."

Granted these two references to ESL are tentative stirrings, like spring in e. e. cummings' "Spring Is Like A Perhaps Hand," they could signal a trend if members took Darlene Larson's advice and wrote letters, articles, or human interest stories about our professions, our students, and our programs.

For those timid souls who avoid writing whenever possible, there is the alternative of using themes written by students, who so often poignantly describe their experiences and their needs as immigrants in our communities and schools. As members of a professional organization, we each have a stake in making our existence known whenever and wherever we can. We owe this to our students and to ourselves. It is time for all of us to do some PR for ESL.

Reprinted from NYS ESOL BEA newsletter, *Idiom*, XII: 2, April 1982.

## CULTURAL ACCOMMODATION

*Continued from page 20*

and to explore the various ways an idea might be expressed. At times in class before an exercise was collected, I had students swap papers, read their neighbor's, write one or two positive comments about the work, and then discreetly show their classmates if something was missing, mispelled, or unclear. Everyone benefitted from this type of exchange.

The results were at times heartening. In composition class, on one last exercise on coherence which consisted of rearranging sentences within several paragraphs and then rearranging the paragraphs themselves, I was surprised at the variations the students submitted.

What I have been suggesting here is not new, nor is it limited to the ESL field. Managers, administrators, and diplomats as well as educators, are beset with similar problems whose solutions are not always evident in terms of their own past experience. Where cultural borders intersect, such problems have added significance. Awareness, both internal and external, flexibility in dealing with this knowledge, patience in finding solutions, and respect for both sets of cultural imperatives are the true deterrents to continued misunderstandings, be it in an academic or global context.


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# LETTERS

## ASSESSING READING SKILLS . . .

August 13, 1982

Dear Editor:

I am responding to Mary Newton Bruder's article, "Assessing Reading Skills of Beginning ES/FL Students," in the June *Newsletter*. In discussing reading strategies, she lists the use of the finger from left to right next to retracing with the eyes as some characteristics of slower, less proficient readers. Yet according to Evelyn Wood Reading Dynamics teachers and other reading researchers, if we do not use a finger when reading, our eyes will regress subconsciously. It seems that our elementary-school teachers were wrong in saying that we should not use a finger when reading. It *is* okay to use our fingers. In fact, it is essential for speed readers—people who read 300+ words per minute—to lead their eyes down the page with a finger in order to keep their eyes from floating back up the page.

A card placed below a line of print does not work effectively either because it blocks the natural flow of the eye to the next line. A finger, or even a pen or pencil in hand, that leads the eyes along the line keeps a reader's speed up by preventing regression.

Since many of our ES/FL students are college bound and need to read more than 150 words per minute, we should be teaching them proven speed-reading techniques. It is true, as Bruder's article points out, that subvocalizing characterizes a slow reader because a subvocalizer may be reading only 30 words per minute. And retracing with the eyes is also inefficient. But I hope reading teachers will rethink this technique of using a finger when reading and will actually start encouraging their students to use their index fingers in order to help them become more efficient readers.

Sincerely,

Diane E. Glasgow
Coordinator, Intermediate Levels
TESL Institute
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## MORE ON RAFFERTY

September 1, 1982

Dear Editor:

Although I was glad to read the attack on Rafferty's outrageously wrong-headed column, " 'Chicano English' Follows Trail of 'Black English' ", several things bother me.

First, Maculaitis and Scheraga suggest that Rafferty might have been a Klan member. That sword cuts many ways. In the 1950's, liberals might have been members of the communist party. Critics of the Israeli invasion of Lebanon might be anti-Semites. It is true that arch-conservatives in the standard vs. non-standard English debate might be racists, but a solid refutation of their position does not require *ad hominem* arguments. Whether Rafferty was racist is irrelevant; his arguments should be rebutted *solely* in terms of their own internal inaccuracies and inconsistencies.

Second, in the editorial note after Rafferty's column, the gratuitious information is provided that Rafferty "recently died, driving his car off the road into an Alabama Levee (sic)." If this fact was included to ridicule his death or suggest, by innuendo, that he was DWI, it is a slur unworthy of your publication. What relevance did the manner of his dying have to the issue?

There is enough mean-spiritedness in the world already. Ideas will do the job. We do not need any mud.

Very truly yours,

Bill Richey
Academic Director
Sundai ELS Language Center
Osaka, Japan

## U.S. vs. TEXAS

*Editor's Note: The following memo dated August 25, 1982 was received by* **TN** *from Rosa Castro Fineberg, Director, Miami Desegregation Assistance Center for National Origin, School of Education, University of Miami, Coral Gables, Florida.*

Clients and Colleagues:

The United States Court of Appeals for the Fifth Circuit has ruled that, where the State of Texas had passed significant reform legislation in the area of bilingual education, the state was entitled to have its new legislation considered by a federal district court before the court could impose its own remedial order.

The Court agreed with the trial court and the Mexican-American plaintiffs that the old Texas bilingual program "was pedagogically unsound, largely unimplemented, and unproductive in its results." The plaintiffs' expert testimony was credited as supporting findings that one hour a day of intensive English was not adequate, and that the state's overall proficiency score of 23 percent on a written standardized test did not justify entry into a normal classroom. Furthermore, the appellate court found "even more overwhelming" evidence concerning the state's lack of implementation of its former under funded program. "The state apparently lacked an adequate monitoring instrument, and limited English-speaking students were not being adequately identified" stated the court. These inadequacies were found to violate Section 1703(f) of the 1974 Equal Educational Opportunities Act. The case now goes back to the trial court for further hearings on the statewide issues covered in the new law and the adequacy of that law under Section 1703(f) criteria.

## TESOL INTERNATIONAL?

June 18, 1982

Dear Editor:

TESOL declares itself to be "an international professional organization for those concerned with the teaching of English as a Second or Foreign Language and of standard English as a second dialect."

At the International TESOL Convention in Hawaii in May, the new constitution for TESOL was approved. One of the changes under the new constitution is an increase in the size of the Executive Board, with direct nomination from the Affiliate Council of candidates to the Executive Board. This seems to be an ideal opportunity to encourage the development of the *international* aspect of TESOL's aims by ensuring that on the affiliate slate of three candidates, one shall always be the representative of a non-USA affiliate. In the same way, the slate of three candidates for member-at-large, presented by the Nominating Committee, could also always contain one candidate not a U.S. citizen. The effect of these two measures would be to actively encourage the participation of the large number of international TESOL members in the professional concerns of the TESOL organization. It is to be hoped that the presence in influential positions of ESOL teachers from outside the United States would be reciprocally beneficial: their perspective on and perception of the role TESOL plays in relation to our profession in various parts of the world would provide the Executive Board with useful information about whether TESOL's aims, stated or implied, were being achieved; equally, their views on what TESOL's role and aims in regard to the profession in other countries *should* be could provide useful input at the discussion and decision-making stages within the Executive Board.

Clearly this proposal is based on an opinion that TESOL has, and should have, an international role; and that international members of TESOL should have a more significant role in TESOL than they do now. I perceive the main purpose of a professional organization such as TESOL to be information-sharing, and I believe that the sharing should take place in all directions and at all levels.

For a professional organization there are two main ways of sharing information: meetings (conferences, workshops, etc.) and publications (journals, newsletters, etc.).

Why do we go to TESOL conferences? Some of us go to advance our career, our reputation, our resume; some of us go to learn; many of us go for both reasons. I believe that the large conference serves the former interest rather well, but at enormous cost, and at the expense of the second. Whenever I go to a conference I am struck by the number of newly qualified or currently training teachers I meet, and even more by the occasional teacher from a geographic corner where she/he works in isolation from professional contacts, from journals or a variety of textbooks, with very limited back-up and professional growth facilities. For the few who can make it, the program at an international conference has so many presentations running concurrently that one is boggled and frustrated at the choice. Surely this is an inefficient way of sharing information? In the last two years of intensive conference attendance, I have found that I had the most fun and got the most benefit from the smallest conferences, and I also felt

*Continued on next page*

## LETTERS

*Continued from page 28*

that I was able to give the most to others in presentations at smaller conferences.

I heard it said several times in Hawaii: isn't it time for TESOL to realize that one large conference is impractical, and to start holding regional conferences? The MidWest Region (U.S.A.) has started this already, and I believe that TESOLers showed their approval of the idea in the great improvement of the quality of the presentations from the first to the second. There are certainly enough members in South East Asia for a S.E. Regional TESOL conference; the same with the Middle East, Central America . . . The main emphasis of such regional conferences would be on sharing ideas and information about the particular concerns of the profession in that region, and participants would mainly be professionals working in the region. A relatively small number of presenters from outside the region could be invited, chosen for a relevant area of expertise they could offer. I would like to see such 'featured speakers' utilized more fully than plenary speakers are at large conferences: they might run intensive study sessions or in-depth workshops, so that they would really be able to share their expertise in sufficient depth that participants could get benefit from it.

The other means of information sharing is through publications. The Publications Committee also met at TESOL Hawaii, and I believe that they discussed some possibilities for restructuring TESOL's system of publications. I don't know what conclusions they reached, if any, so I will limit myself in my discussion to the publications which already exist. *TESOL Quarterly* is the organization's international, all-embracing, scholarly journal, and in it we find articles on any and all of the areas in which TESOL members may find themselves involved, but its main thrust, as I see it, is the ESL classroom and the ESL teacher. However, there are few articles by ESL professionals from outside the U.S. and the other English-speaking countries, and I would like to see many more. I suspect that the lack is because there are few submissions from such people rather than because of any editorial policy, and I'd like to see the *Quarterly* undertake a campaign to encourage international members of TESOL to contribute. I would particularly enjoy reading book reviews written from the perspective of the teacher teaching in a non-English environment.

*TESOL Newsletter* appears six times a year, and contains news and announcements as well as book reviews and some articles. If one wishes to address the membership on an issue, as Ira Bogotch and Carol Kreidler did when they started the "Standard Bearer" column, or as I am doing now, *TESOL Newsletter* is the place to do it. I look forward to my *Newsletter*, I enjoy reading it from cover to cover (which I never do with scholarly journals!), I get all manner of useful things from it. It has gaps, but as you have pointed out, you don't write it, you print what other people choose to send you. When I asked you why the *Newsletter* didn't have an international page, you said something to the effect "you send it, I'll print it"—fair comment, I believe. However, I can't write an international page, nor could any one person. What I had in mind was a page devoted to international ESL concerns. For example: regional/national conference and workshop announcements; affiliate reports; short articles related to the practical issues of teaching ESL outside the United States (eg. why won't TPR work in Thailand?) and of training ESL teachers in a non-English speaking country; short articles comparing teaching philosophies between countries; questions (not necessarily to be answered by the page editor) such as: this is my situation—can anyone in a similar situation recommend (books, etc.)? or: is anyone willing to come to my (affiliate; teacher's group; class of ESL trainee teachers) and give a mini-course on X, for expenses? Now I'm addressing myself to those among you for whom such a page would be intended: if you don't write it, nobody will. TESOL *is* an international organization: maybe you can't get to the conferences, but you can get information from *TESOL Quarterly* and *TESOL Newsletter*, and you can generate a two-way information exchange if you will only contribute: if an article seems too ambitious to begin with, why not a book review, either for the *Quarterly* or the *Newsletter*? And an announcement, a short letter, a question, would take only a few minutes. You might begin by responding to some of the comments and suggestions in this letter.

Over to you!

Liz Hamp-Lyons
Institute of Applied Language Studies
University of Edinburgh
21 Hill Place
Edinburgh EH8 9DP
Scotland, U.K.

*Editor's Note: Although the above letter was addressed to the previous editor, the present one, too, is pleased to receive articles, news and views from international reader-members. I also support the idea of an international column.*

*If readers will send ideas and items to Liz Hamp-Lyons, she'll coordinate them into a column. Let's aim for the February issue of TN. Readers who plan to write items should make certain that their copy is in Liz Hamp-Lyons' hands by December 1 so that she can coordinate the material and forward it to me for my December 20 deadline.*

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# TESOL OFFICERS, 1982-83

**TESOL President: Darlene Larson**

To use her own words, Darlene Larson, 1982-83 President of TESOL, has been "attracted to, curious about, intrigued by, enthusiastic over, engrossed in, and hooked on the field of teaching English to speakers of other languages" ever since she found herself teaching English and math in the West Cameroon as a Peace Corps Volunteer. That was in the '60s.

In all of the tasks she has had in TESOL or in NYS ESOL BEA in the years since then, all of these qualities have been steadily apparent—plus a few others; willingness to work hard and to give generously of her time; patience and ability to study problems and to come up with creative approaches to solving them; joy in assisting others in the TESL field through giving workshops, counseling, and writing.

Soon after Darlene completed her TESOL degree at Teachers College, Columbia, in 1968, she went to NYU where she is Associate Professor in the American Language Institute. She has also been steadily involved in TESOL and NYS affiliate affairs since then: President of NYS ESOL BEA; Executive Committee of TESOL; member of TESOL Nominating Committee; Local Chair of TESOL '76; Chair of TESOL's Standing Committee on Sociopolitical Concerns since 1977; member of TESOL's Long Range Planning Committee (LRPC)—to name a few tasks.

It is from the work of the LRPC that the TESOL Reorganization Plan came about and now that it has been passed, Darlene sees her next agenda arising from it. "I will probably be contributing regularly to the pages of the *Newsletter*, addressing selected concerns in each issue. This, I believe, will help to clarify the TESOL Reorganization Plan, and it should be more satisfying to readers to have short articles in each issue than ones of gigantic length only periodically."

**First Vice President: John Haskell**

It is difficult to think of the *TESOL Newsletter* without John Haskell at its helm, but undoubtedly TESOL will only benefit from his boundless energy in the office of First Vice President. Although John will be on academic leave from Northeastern Illinois University during 1982-83, there will be only a little time left for relaxation.—As TESOL FVP, he will have a demanding schedule of speaking engagements at affiliate meetings, and then there is the completion of the TESL pre-methods books that he is co-authoring with Tom Buckingham. Finally with the rigors of the 1982 TESOL Summer Institute behind him, John plans to spend the greater part of his sabbatical year in San Francisco.

A good natured individual, John is also known for his outspokenness, a quality that one recognizes as coming from a deep sense of commitment and dedication to the profession. "I do feel strongly about things—the TESOL organization and where it is going, its actions, what it stands for and what it does and can do for its members, the need for straight and clear communication beween organization and membership and I have often been first in line to complain, to criticize, to chastise, to give an opinion, to write a letter. I feel strongly, for example about the TESOL Reorganization Plan and helped bring attention to the need for more and more direct affiliate and SIG representation on the Executive Committee. I'm pleased that this representation is a part of the Reorganization Plan and that it was passed at the last Legislative Assembly."

**John Haskell**

Photos by Lars LaBounty & Aaron Berman

**Second Vice President: Jean Handscombe**

The prediction is that, in the coming months, the name of Second Vice President Jean Handscombe will become almost synonymous with the 17th Annual International TESOL Conference in Toronto. As Program Chair for the March 15-20, 1983 meeting, she has already started setting up the Ontario TESOL Affiliate office as the "nerve center" for conference planning and business operations. "It's well equiped to be so, too, since we have some paid staff and free office space allocated to us by the Ontario Government Ministry of Citizenship and Culture. Also, the affiliate has experienced conference planners among its ranks since we've been holding annual meetings for several years for about 1200 persons at the Sheraton Center—the same site we have for the TESOL '83 conference." Added to Jean's other resources are her experience as Associate Program Chair for TESOL '82, her knowledge of Toronto since she's a resident there, and also her calm, poised and seemingly unflappable disposition.

**Jean Handscombe**

Asked what Jean would like members to know about the conference at this time, she replied, "First of all, I assume that everyone has seen the 'Call for Papers' that appeared in the June *TESOL Newsletter* and that unprecedented numbers have responded to it. Secondly, the Ontario TESOL Affiliate is looking forward to hosting the conference as, among other things, it'll give us an opportunity to impress those who come to the meeting to learn about the fine example of cooperation between government and a private association,—namely, our affiliate—for the benefit of the ESL needs of our students."

## Jacobs and Lougheed Elected to Executive Board

### Holly Jacobs

The sixteen years that Holly Jacobs has been teaching ESL have spanned various levels ranging from junior high through university and adult education as well as several regions—California, Washington, D.C., Hawaii, Texas and now Georgia.

Holly brings to her new assignment of TESOL Executive Committee Member an already energetic record of involvement in TESOL. She served on the TESOL School and University Coordination Committee for two years, was Associate Chair and Chair for the ESL in Higher Education SIG, and just completed her term on that SIG's Interim Steering Committee. On affiliate level,

**Holly Jacobs**

she was instrumental in the founding of new affiliates in Texas and served on the Executive Board of TEXTESOL IV for three years. She is now a member of Georgia TESOL and is looking forward to strengthening TESOL in the Southeast.

### Lin Lougheed

Lin Lougheed began his international EFL teaching career in 1968 as a Peace Corps Volunteer in Turkey. Since then he has taught and directed programs in Iran, the Dominican Republic, Sri Lanka, Tunisia, and Algeria. He also taught in New York City while working on his doctorate at Teachers College, Columbia. Since he became a Foreign Service Officer attached to the English Teaching Division of the United States Information Agency, he has given teacher training seminars in several countries in the Middle East and Latin America.

An active TESOL member for many years, Lin has served as both Associate Chair and Chair of the Teaching English Abroad SIG and has edited its newsletter. In addition, he has carried out various committee assignments for the '79 Boston Convention and the Editorial Advisory Panel for *On TESOL '81*. He has also been a speaker and panelist at several TESOL and NAFSA conventions as well as at overseas professional meetings.

**Lin Lougheed**


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The program will include plenary sessions by internationally known speakers, papers and workshops by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

JEAN HANDSCOMBE
*North York Board of Education*
*Toronto*
Program Chair

RICHARD A. OREM
*Northern Illinois University*
*Dekalb*
Associate Chair

Non-TESOL members may obtain detailed information by writing to:
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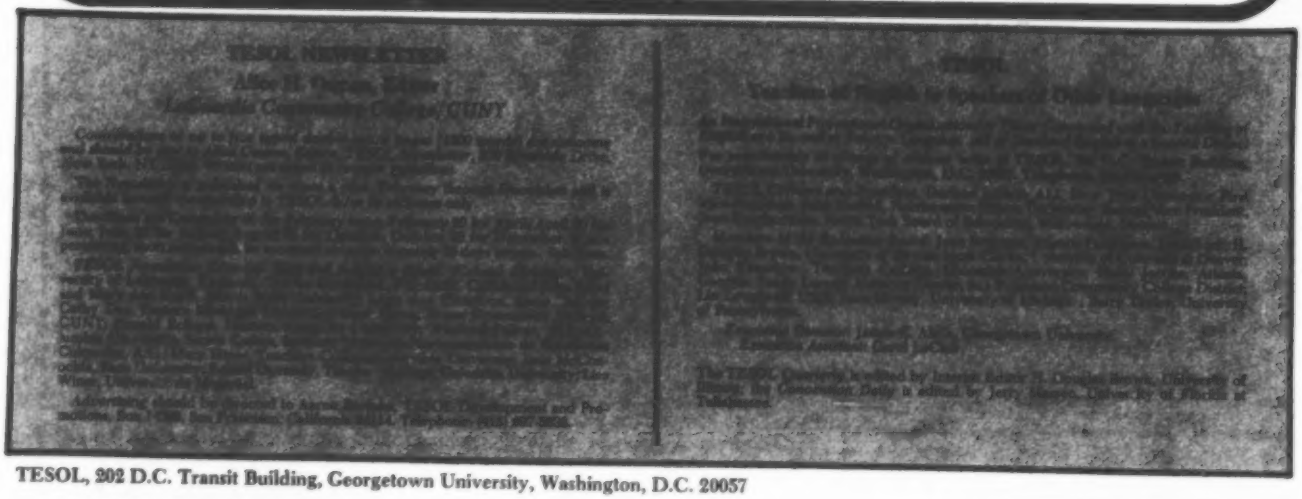


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TESOL NEWSLETTER
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TESOL NEWSLETTER

Vol. XVI No. 6 Teachers of English to Speakers of Other Languages December 1982

# TAYLOR APPOINTED EDITOR OF *TESOL QUARTERLY*

by H. Douglas Brown
*University of Illinois*

Barry P. Taylor is no stranger to TESOL. He has been a member of the TESOL Executive Board since 1980, and for five years prior (1975-80), served on the Editorial Advisory Board of the *TESOL Quarterly*. He has been an active participant in every annual TESOL Convention since 1973, giving papers, chairing colloquia, participating in panel discussions, and delivering a plenary lecture at the 1979 Convention in Boston. Barry's scholarly work shows a wide range of interests and abilities with a particular knack for bridging the notorious gap between theory and practice in our profession. His publications in the *TESOL Quarterly*, *Language Learning* and other periodicals reveal his expertise in teaching methodology, teaching writing skills, teaching speaking skills, curriculum design, and research on second language acquisition.

Barry has been the director of the English Program for Foreign Students at the University of Pennsylvania since 1976. Before that he taught for two years in the TESL Master's program at San Francisco State University. He received his Ph.D. degree from the University of Michigan in 1974.

In making their selection of the next *Quarterly* editor from six distinguished applicants, the Search Committee was pleased to be able to recommend to the TESOL Executive Board someone with such a perceptive understanding of the depth and breadth of the TESOL profession. We look forward to Barry's leadership in this important post.

*Editor's Note*: H. Douglas Brown, chair of the TESOL Publications Committee, served also as chair of the *Quarterly* Editor Search Committee. Other committee members were John Fanselow, John Haskell and Darlene Larson. Executive Director James Alatis served as an unofficial member of the committee.

Barry Taylor with TESOL President Darlene Larson moments after receiving her congratulations on his appointment as editor of the *TESOL Quarterly*. Although Barry begins his five-year term officially in January 1983, he has already been occupied with reading and reviewing *Quarterly* correspondence and papers for the past two months. TESOL's congratulations, too, Barry!

**DON'T MISS!**

**Call for the TESOL Film Festival** page 31

**News about Teacher-Made Materials for TESOL '83** page 31

# U.S. Congress Weighs Changes in Bilingual Act

by Rosalie Pedalino Porter
*The Newton Public Schools*

Massachusetts has pioneered bilingual education in the United States. Today federal legislation is being prepared to alter current practice in our schools for teaching children whose native language is not English. I believe that certain portions of the proposed legislation should be strongly supported.

On Friday, April 23, 1982, I attended the hearings in Washington, D.C., before the U.S. Senate Subcommittee on Education, Arts and Humanity, regarding amendments to the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act of 1968). I had provided Senator Huddleston, who is sponsoring legislation, with research data for Bill S2002 and was invited to present a statement to the Subcommittee.

Three bills were before the subcommittee for consideration.* They have comparable objectives, and their passage would change the focus of education for limited English speaking children in the United States.

Department of Education Secretary Terrell Bell sent a bill to Congress on April 8, 1982, with the following major sections:

1. Allow a greater variety of educational approaches to be used by local school systems for limited-English speakers, rather than confining the choice to only one type of program using the native language, as is now the case.
2. Redirect funding to support programs only for students who are limited English speakers and who most need the services.

*Continued on next page*

## U.S. CONGRESS

*Continued from page 1*

3. Create a specific authorization for vocational training activities under the Bilingual Education Act.
4. Provide that teachers who carry out instruction under the program be proficient in English and, to the extent possible, in any other language needed. At present the law specifies the opposite order of priorities.
5. Authorize research on different educational approaches for teaching children of limited English proficiency. Currently only research on programs using the native language may be funded.
6. Extend the Bilingual Education Act through 1985.
7. Amendments will go into effect October 1, 1982.

Secretary Bell, in his comments to the subcommittee, reiterated his support for bilingual education and his belief that amendments to the existing law will improve equal educational opportunity for all the nation's children. He also restated the purpose of all activities funded under the Bilingual Education Act as follows: ". . . to prepare students to transfer into all-English classrooms as quickly as possible without falling behind in other subject matter areas. We require that all school district projects funded by Title VII include an English language component as a major element of their instructional program."

Senator Hayakawa of California then spoke in support of his bill S2412, Bilingual Education Improvements Act. The major provisions of this bill are similar to some of the recommendations of Secretary Bell:

1. Broaden the range of instructional approaches to allow school districts to use the method they find is best for teaching their particular group of limited English proficient children. This could include, but could not be limited to, transitional bilingual education, English as a Second Language, or some variety of immersion program.
2. Give priority funding to children whose English proficiency is limited and whose usual language is not English, and exclude ineligible students.
3. Authorize bilingual vocational training under this Act, including teacher training and bilingual materials development.

Senator Hayakawa underscored Secretary Bell's position in his insistence that the goal of these programs is to prepare all students to participate in English language instruction without falling behind in subject matter such as math, science and history. He stressed the importance of local autonomy in planning the most suitable program for each speech community.

Some remarks were also made by the Senator concerning the broader issue of a national language. He has proposed a constitutional amendment, Senate Joint Resolution 72, which declares as the law of the land what is already a social and political reality: that English is the official language of the United States. The subcommittee was admonished to reflect on the language conflicts in Quebec and to be cautious in continuing an educational policy that might promote linguistically separate communities in the United States.

Senator Huddleston of Kentucky presented his bill S2002 to the subcommittee on April 26, 1982. His bill contains the most controversial amendments. It limits students' participation in the Bilingual Education Program to one year. The bill provides that participation for a second or third year would be contingent on test data to support the need for continuation, and the definition of measurable goals for each student. This bill is similar to the bills described above in other respects except that it does actually require intensive English language instruction in all bilingual programs.

Secretary Bell supported the Huddleston bill with the exception of the one year provision and the imposition of annual student evaluation, although he declared that he hopes school systems have appropriate policies for regular student evaluation.

Presiding chairman of the Subcommittee on Education, Arts and Humanities, Senator Robert T. Stafford of Vermont stated that the Subcommittee would consider various viewpoints on the federal government's role in encouraging and assisting bilingual education. The Senator made three key observations prior to the introduction of witnesses.

First, the federal role in education is to provide access to and equality in education for all Americans.

Second, the needs of language minority children are of continuing concern to the Congress and will remain so. In fact, Congressional attention must be increasingly directed to these needs, since the school age population of non-English speakers is projected to rise by 40% in the next twenty years, while the overall student population will rise by only 16%. By current estimates there are between 1,200,000 and 3,600,000 children who speak a language other than English in their homes.

*Continued on page 11*

## *President's Note to the Members*

I am happy to announce two new Interest Sections: the TESOL Interest Section on Refugee Concerns and the TESOL Interest Section on Research. If you want to join one of these new Sections, all you need to do is make a check mark in a box on the back of your TESOL membership renewal card. (Remember that we now have continuous membership renewal. You will receive a notice about a year after your last renewal.)

It is customary that the President appoint a Chair and an Associate Chair of each new Interest Section when one is formed. After that, members of each Section elect an Associate Chair each year who automatically chairs the group the following year. For the Interest Section on Research I am pleased to announce that Professor Andrew Cohen of Hebrew University in Jerusalem has agreed to serve as Chair, and Professor Richard Allwright of the University of Lancaster, England, has accepted the post of Associate Chair. They have been working with Second Vice President Jean Handscombe to insure that research interests will be adequately represented throughout our convention program in Toronto.

We are especially fortunate that Allene Guss Grognet of the Center for Applied Linguistics in Washington, D.C. has accepted the position of Chair of the Interest Section on Refugee Concerns since she chaired the TESOL Task Force on the same topic. At the time of this writing I am unable to announce the appointment of an Associate Chair. I will add that I am especially hopeful that this post will be filled by someone who will be able to represent directly teachers and refugee programs outside of the United States. In order to help make this possible Allene has offered to attend to the convention program planning for this group this year.

May I take this opportunity to share some particularly good news? Not *every* administrator is as short sighted and unaware of the importance of the role and work of the TESOL professional as those we have talked about many times at meetings and written about in many columns. Some support our work in actions as well as words. When I invited one teacher to serve on one of our standing committees she asked me to wait until she could check to see if her school would support her. A few weeks later I received her letter saying, "Count me in. I've just received a letter from my department head assuring me of round trip air fare to TESOL conventions for the next three years due to my committee appointment." That news certainly made my day. I hope it helps yours.

Darlene Larson

# ROBERT LIVINGSTON ALLEN

## 1916 - 1982

Since his death after a long illness on October 9, those who knew Robert Allen have been sharing their memories of him. On October 23, there was a gathering at Teachers College of his family, friends, colleagues, and students—his former students as well as those who knew Dr. Allen only by proxy (through his books or his influence on their teachers) but whose lives have, nonetheless, been influenced by his.

Teachers College was an appropriate setting for the farewell. Robert Allen earned both his M.A. and Ph.D. there and served on its faculty from 1959 to 1981, as well as chairing the Department of Languages, Literature, Speech, and Theater from 1965 to 1969.

Robert Allen's intense curiosity and fearless disregard for received opinion earned him the respect of his teachers and colleagues. He both terrified and delighted his own students.

Dr. Allen always began his Study of Language course by carefully demolishing the traditional definition of a sentence. ("A sentence is a group of words which expresses a complete thought.") "Would any judge about to fine an English teacher for parking illegally," he asked in rapid-fire challenge, "be dissuaded by being told that the sign NO PARKING FROM HERE TO CORNER does not express a complete thought since it is not a complete sentence?" He moved along in similar manner through the traditional "eight parts of speech."

By then, most of the class was quivering with shock and rage, for he had withdrawn the basis of all they had learned—and were earning their livelihood by teaching. And what on earth did he mean by saying that "a sentence consists of a hierarchy of words or constructions nested within other constructions on different levels"? (I'm quoting from the mimeographed edition of *English Grammars and English Grammar*.)

Did anyone believe him on the first of those Saturday mornings when more than a hundred of us crowded into a large Teachers College lecture hall? No, probably not. But by the second class, we all realized that we were finding answers to questions about English that none of us had ever before realized we needed to ask. The lecture was from ten to noon. With the brusqueness that he so often used to conceal generosity, Dr. Allen offered to stay for an additional hour after each class to answer any questions. Those who had envisioned a private conference were disappointed: nearly everyone stayed. Discussion filled the hour and spilled over into the halls—"endless and stimulating arguments about language."

Alice Deakins, who spoke on behalf of Dr. Allen's students at the service, also recalled that week after week there was "a sustained excitement" in that class that was like "closing an electrical circuit" as ideas passed from his mind to the minds of his students.

All who were privileged to study with Robert Allen in the heady days when he was developing Sector Analysis—popularized by his students as "X-word grammar"—agreed on his teaching ability. At the recent service, we also spoke of his lasting influence. Dr. Allen had an international impact, not only through his books and teaching but also through his service, from 1963 to 1974, as a member of the English Teaching Advisory Panel of the United States Information Service. In 1966, Robert Allen helped to found TESOL, making a vital contribution by insisting that it represent not only scholars and teacher educators but also classroom teachers. Former TESOL president John Fanselow pointed out that more than one-third of TESOL's fifteen presidents have come from Teachers College, where "all were Bob's students."

Using a slip of paper of the sort that had struck terror in the hearts of his dissertation advisees, Robert Allen, in the last weeks of his life, marked a page in a volume of Christina Rosetti's works. The poem he so indicated begins, "Remember me when I am gone away." How like Robert Allen to ask us in that shy fashion to keep him in our hearts.

He knew of the New York State affiliate's plans to honor him at their Fall Conference (though when told that he was to receive the NYS ESOL BEA Recognition Award, he asked "Why?" in genuine astonishment.) Here is the citation:

"For your singular contribution to our understanding of the present day verb system of American English and to the spirit of volunteerism and professional involvement which you have engendered in your countless students, many of whom are leaders in the field of teaching English to speakers of other languages and applied linguistics." For all this we thank, and remember, Robert L. Allen.

Jean McConochie

*Editor's Note*: This article was submitted for simultaneous publication in the December issues *TN* and the *Idiom*, the newsletter of TESOL's New York State affiliate.

# NOTES ON RESOLUTIONS: POLICY AND PROCEDURES

Any TESOL members who wish to present a content resolution to the Legislative Assembly at TESOL '83 in Toronto are requested to send a copy of the resolution which bears the signatures of at least five members of the organization to Joan Morley by February 14, 1983: Joan Morley, English Language Institute, The University of Michigan, Ann Arbor, Michigan 48109.

All resolutions shall begin: "Be it resolved by the Legislative Assembly of TESOL that . . .". Resolutions shall be of two types: content and courtesy.

A. Content resolutions may originate in either of two ways:

   1. *From the general membership.* A resolution bearing the signatures of at least five members of the organization must be received by the Committee Chairman at least thirty days before the beginning of the Annual Meeting.

   2. *From either the Affiliate Council or the Section Council.* A resolution from either the Affiliate Council or the Section Council must bear the signature of the presiding officer of the Council affirming that the resolution has been adopted by at least a majority vote of the Council; the resolution must be presented to the Chairman of the Rules and Resolutions Committee, or his appointed representative, immediately after the said Council meeting.

B. Courtesy resolutions thanking convention officials and others shall be drafted by the Committee.

The Chairman of the Standing Committee on Rules and Resolutions is Joan Morley, who is also Member-at-large, TESOL Executive Board (to 1984). The Committee is composed of the following members:

Jodi Crandall (to 1983)
Center for Applied Linguistics

Robert Jones (to 1983)
Educational Testing Service

Janice McEwan (to 1985)
Hawaii

Sharon Seymour (to 1983)
Alemany Community College Center

Carole M. Shaffer-Koros (to 1985)
Kean College

Carolyn Shields (to 1984)
University of Northern Iowa

# CANDIDATES FOR FIRST VICE-PRESIDENT

## CHARLES H. BLATCHFORD

When I graduated from college, I ventured into the field of EFL with no training except the six-week intensive Chinese instruction I received. Having arrived in Hong Kong with the Yale-China program, I began my teaching using the same method and drilled the students orally. Unfortunately, my students were as broken in their English as I was in my Chinese. After two years, I saw that I liked this career and needed some knowledge about it, so studied for an M.S. at Georgetown before returning to Hong Kong for another three years to direct the required English language courses for New Asia College. In retrospect, I regret my blithe naiveté and what I now regard as undisciplined good intentions. My only excuse is that at that time people were rather unaware of ESL as a field of its own and training programs were not as common as they are now.

I returned to the U.S. for a Ph.D. in Educational Psychology and TEFL at Teachers College, Columbia and began my career of combining language teaching and teacher preparation at the University of Hawaii's Department of English as a Second Language. Having become a charter member of TESOL in 1966 during graduate school, I became interested in the Hawaii Council of Teachers of English which had a section of teachers interested in ESL, served as its president from 1971-73 and then its executive secretary for five years during which HCTE, already an NCTE affiliate, also became TESOL's Hawaii affiliate, a dual role which I believe is still unique. I edited HCTE's *Leaflet* for 2½ years and in 1971 with Ruth Crymes and Sig Rammler staged HCTE's first annual convention which rallied 91 souls, as I recall, and has grown ever since. From the University base, I also directed three federally-funded programs—an Institute in TESL in Community Colleges, a Seminar on Adult Basic Education in the Pacific Basin, and an ABE/ESL Workshop in Staff Development. All of these activities I found fun to organize and execute, and I liked—and still do—being involved in professional activities that support participants' needs. During this period, I was a member and then chairman of TESOL's nominating committee, an elected member-at-large of its Executive Committee, and in 1977-78, 2nd vice president, which allowed me the privilege and perhaps most gratifying challenge of my life—organizing the 1978 Mexico City TESOL convention. Hawaii was my home for 12 years, punctuated by a Fulbright sabbatical in Poland, and ending in a two-year leave to teach in the People's Republic of China at Lanzhou University from 1979-1981.

After China, my family and I have resettled near Sacramento, California. From this base in the last year, I have lectured at the Davis campus of the University of California, served for a half-term as acting director of courses at the University of Michigan's ELI, conducted a workshop for teachers going to China, taught at the TESOL Summer Institute in Evanston, and served since March as the chair of CATESOL's socio-political concerns committee. Interspersed have been talks at TESOL Portugal and TESOL Spain, speaking at an East-West Center Symposium on English teaching in China, and escorting a Chinese Intensive English Training Study Team visiting the United States. These activities tempt my family to ask me to sign the guestbook when I come home.

TESOL's membership represents many concerns, all of which need to be addressed. Its affiliates and interest sections are a rich treasure of grassroots research, resources and information to be continually tapped and disseminated. We Americans in the organization need to be reminded that TESOL is international and that in our overseas affiliates there may be insights into and perspectives on the learning and teaching of ESL/EFL that Americans lack. Americans are a small percentage of the host of English language teachers all over the world. TESOL must address not only the needs and cause of English learners, but also of our members in order that their professional health and well-being be nurtured for the effectiveness of their work. We should address not only the needs of the moment, but also the on-going needs of programs which may have lost their political flair and luster. Our organization is pluralistic and I would like to encourage the pursuit of quality in all of its members' endeavors. TESOL is people, and I see the role of the organization as one of professionally supporting people in doing what they do so that all members in their own ways can contribute with pride to our common weal. □

## TOM BUCKINGHAM

In September I finished twenty years of involvement, in one way or another, with teaching English as a second/foreign language. When I was a new teacher in Ramallah, Jordan, in 1957, I had no notion of teaching—I was going into the theatre. In some ways, I think I have, but the drama is different! After a few years' teaching in secondary school in New York, I finished an M.A. in theatre at Cornell, and returned to the American University of Beirut as instructor, then Director of the Intensive English Program. At Penn State, where I received my Ph.D. in Speech Communication, I taught ESL and teacher training courses for Japanese English teachers. Later, as Director of a teachers' internship in Puerto Rico, I served as a consultant

to the Department of Public Instruction. I returned to the University of Illinois and taught ESL and courses in the M.A./TESL program for five years. When I moved to Houston in 1967 I continued my involvement and interest in teacher training, taught various kinds of ESL courses, and served as Associate Director of an intensive institute. In September 1981 I left the University of Houston and university teaching in general to "do my own ESL thing." Today I enjoy being involved in a range of activities concerned with ESL and EFL. In the last eighteen months I have taught about a dozen short courses for industrial clients, finished two textbooks, conducted several large-scale program evaluations, consulted and advised several public and private ESL schools and institutes as well as private industries, conducted seminars and workshops on teacher training and intercultural communication, and delivered a number of professional papers. In addition, I taught two courses at the TESOL summer institute and conducted a seminar in Yugoslavia.

Since the purpose of this exercise is to provide TESOL members with some notion of what the candidates for office are all about, I feel I should at least tell you how I see myself. I believe I am a generalist rather than a specialist in ESL teaching. Aside from the activities above, I have worked with computer applications in lan-

*Continued on next page*

# CANDIDATES FOR SECOND VICE-PRESIDENT

## ELLIOT JUDD

After having been the Director of the 1982 TESOL Summer Institute, I have returned to my position as Assistant Professor of Linguistics at the University of Illinois at Chicago, where I teach courses in theories of second language teaching and learning and male-female language as well as supervising TESOL student interns and ESL teaching assistants. I have also taught courses in TESOL methods, materials, and testing and sociolinguistics at the University of Illinois as well as at Ohio University and SUNY at Cortland. Before assuming these university positions and while completing my M.A. and Ph.D. in TESOL at New York University, I taught ESL in various adult education programs in and around New York City.

Throughout my career, I have been actively involved in international TESOL and its state affiliates. I was a member of NYS ESOL BEA for six years and worked on several state convention committees. When I moved to Ohio, I was one of the founders and the first Executive Secretary-Treasurer of Ohio TESOL and helped that organization with its state conventions and in the writing of its constitution. Upon arriving in Illinois, I joined Illinois TESOL/BE, served on its Executive Board, chaired the Committee on Sociopolitical Concerns and, for the past two years, have been the Executive Secretary of Illinois TESOL/BE. Along the way, I have also served as a consultant to several bilingual-multicultural and adult education programs in New York, Ohio, and Illinois and also served as a member of TESOL's Committee on Sociopolitical Concerns. Articles that I have written have appeared in such journals as *TESOL Quarterly*, *On TESOL*, and *TESL Talk*. I have just co-edited, with Nessa Wolfson, an anthology entitled *Sociolinguistics and Second Language Acquisition*, which is scheduled for release next spring.

For TESOL, the office of Second Vice-President is a crucial one. For many of us, the annual convention is that special time each year when we are exposed to the latest ideas and trends in the profession, meet others who share mutual interests, and become reacquainted with old friends. It is an exciting, stimulating, and often exhausting experience but one which sustains us from year to year. The Second Vice President is given the task of organizing that convention. I believe that having been director of the 1982 TESOL Summer Institute and having served in other positions, I have been exposed to a variety of TESOL experiences. I have the ability to bring together people with diverse interests and backgrounds in TESOL. It is my belief that the best way to organize successful TESOL events is first to solicit as many opinions as possible and then to shape them into a unified program by encouraging people with varied perspectives to lead and participate in the activities. The role of the organizer is then to free people from bureaucratic worries and allow the participants to function with as few constraints as possible. In other words, things should run smoothly but no one should ever be conscious of the overall organization or the organizer. I hope to accomplish this goal if I am elected Second Vice President. □

## TOM BUCKINGHAM

*Continued from page 4*

guage teaching, written and performed several video programs, and I am currently Editor of *Language Video International*. My interest in publishing and in teaching is still strong: John Haskell and I will soon finish revising our methodology text.

I believe that my generalist view comes from a background that is not traditional in ESL—I am not a linguist by training; my own work is more strongly influenced by communication theory than linguistics. I believe this adds a valuable dimension to my own classroom experiences.

I have been active in a number of professional organizations: NAFSA/ATESL, International Communication Association, various local and regional linguistics and foreign language groups; I helped establish the Houston TEXTESOL group. I am still active in and contribute to many of these organizations. But my longest continuing affair has been with TESOL. In my fifteen years' membership and fourteen consecutive conventions, I have read convention abstracts for many years (lost count!), presented four workshops and six professional papers, and participated in three colloquia and other special events. I have served as Parliamentarian for the last four years and chaired the Resolutions Committee for two years. In the Applied Linguistics SIG I served as Vice Chair and Chair. I worked on the Reorganization subcommittee, and was a member-at-large of the Executive Committee for three years. My goals: recognition of our field as a professional discipline and teachers at all levels as professionals; and increased involvement of our members outside North America. □

## PENNY LARSON

Penny Larson, presently serving a term on TESOL's Executive Board, had no idea back in 1969 when she attended her first TESOL Convention in Chicago that one day she would be asked to run for second vice president with the responsibility of chairing the 1984 Convention in Houston. She knew that she was hooked though, fascinated and challenged by the convention, and has missed only one since then. The intervening years and activities have given her considerable experience and trained her well for taking on the tasks of second vice president. She has helped organize in-service training workshops for ESL teachers in her school district, chaired two CATESOL Northern California regional conferences and a state-wide annual convention and, most recently, served as the Local Chairperson for the 1980 TESOL Convention in San Francisco, assisting the then second vice president to put on the most well-attended convention in TESOL history.

Nearly all of Penny's professional life has been involved in ES/FL, except for a brief stint as a second and third grade teacher in Berkeley, California. She is presently an ESL instructor in the San Francisco Community College adult education program at its Alemany Center where immigrant and refugee students get their basic training in English and in the skills they need for the new life in which they find themselves. She has also taught at the English Language Institute at the University of Michigan while completing her MA in linguistics. Her overseas experience includes a term as a Peace Corps Volunteer in Sabah, Malaysia, teaching EFL to children while training local teachers, and most recently she spent a year as a "Foreign Expert" at Sichuan University in the People's Republic of China as part of a Chinese Ministry of Education program to give further language and methodology training to teachers in post-secondary institutions.

*Continued on page 9*

# NOMINEES FOR EXECUTIVE BOARD MEMBERS-AT-LARGE

## PENELOPE M. ALATIS

Penelope M. Alatis has been a classroom teacher since 1950. She was the first ESL teacher at Francis C. Hammond High School in Alexandria, Virginia, where she initiated the program in 1967. She received a B. A. degree in English Education from Youngstown University in 1950, and she attended graduate school at the Ohio State University. Realizing that her preparation in English for native speakers was not adequate for teaching non-native students, she took a leave of absence to enroll in an MAT degree program at Georgetown University. She completed the program in TESOL/D in 1969. Her first experience in teaching a second language was in Athens, Greece, where she taught Greek to children in the American Community Schools.

Since 1967, Penny has taught all levels of ESL from grades 7-12. She also initiated a social studies course for limited English speaking students at Hammond. She has maintained an excellent relationship with the teachers of other disciplines and the guidance counselors in her school, assisting in scheduling the ESL students into appropriate classes.

Besides being an active member of such professional organizations as the local, state and national education associations, ACTFL, and MLA, Penny has served WATESOL as executive committee member-at-large (3 years), vice president (2 years), and president (2 years). She continues to

serve on various committees. In TESOL, she has served as Nominations Committee Chair (1979-80), Associate Chair and Chair of the Secondary School Section (1979-81). Currently, she is serving as the Secondary representative to the Advisory Council. She has been a member of TESOL since its inception in 1966 and of WATESOL since 1970.

*Continued on page 11*

## JANET C. CONSTANTINIDES

Janet C. Constantinides has been involved in ESL for 18 years. During that time she has taught or worked with teachers at all levels, K-12, college, and adult education. Her primary research interests currently are composition and technical writing for college-level ESL students.

In addition to teaching, she has provided in-service workshops for teachers and staff, served as a consultant for colleges, and been involved in curriculum and materials development and teacher training. She taught part-time for 13 years before obtaining a full-time position.

Janet is vitally interested in TESOL as a profession and an organization. Because of her own experience, she is all too aware of the problems of employment, etc., and concerned about how TESOL can help in improving the profession. A co-founder of Intermountain TESOL, she served as its president and is currently editor of *I-TESOL Papers*. She also served on the ESL in Higher Ed Steering Committee and the TESOL Nominations Committee. She has published in the *TESOL Newsletter*, and the *NAFSA Newsletter*, and *On '81 TESOL*. In addition she has done frequent presentations and workshops at both national and regional TESOL and NAFSA meetings on composition, program planning, cultural awareness, and technical writing. □

***Editor's Note*: All candidates were asked to write their bios as they wanted them to appear in the TN.**

## JOANN (JODI) CRANDALL

Jodi Crandall is Co-Director of the Language and Orientation Resource Center at the Center for Applied Linguistics, where she provides ESL and cross-cultural training, program design, and materials development assistance to refugee programs in the U.S. and overseas. Also at CAL, she has directed an evaluation of an English and Spanish language training program for an international agency, a series of language and cross-cultural methodology workshops for teachers with the Overseas Dependent Schools, and a functional literacy project for a federal agency.

Jodi has taught English in a variety of contexts. She developed her interest in ESL while studying for her Ph.D. in sociolinguistics at Georgetown University, where she became especially interested in the problems of second dialect learners, in language teaching methodology, and in cross-cultural issues. She has taught American culture and society to foreign students and specialized communication courses for a number of federal agencies.

Her commitment to TESOL has included active participation in WATESOL, where she has served as Newsletter Editor, Vice President, and as President. Jodi has helped to double WATESOL membership and has stimulated the formation of affiliate SIG groups and a WATESOL Job Bank. She serves on the Resolutions Committee for TESOL and is active in the Adult Education Interest Section. She has spoken at numerous national and international meetings on methodology, program design and materials development in ESL and cultural orientation, vocational ESL, testing, and literacy.

Jodi is author (or co-author) of *Adult Vocational ESL*, *Teaching the Spanish-Speaking Child*, *Equity in Vocational Education from the Bilingual Educator's Perspective*, and *The American Way* (forthcoming), as well as articles on adult ESL, testing, cultural orientation, and literacy. She was Guest Editor of a Vocational ESL Special Issue of the *ESP Newsletter* and serves on the Editorial Advisory Board of the *ESP Journal*. She is Consulting Editor of the *Linguistic Reporter*. □

### IAN C. GERTSBAIN

Ian Gertsbain received an Honours B.A. from York University in Toronto and an M.A. from the University of Toronto. He also holds the TESL Certificate from the University of Toronto as well as one from George Brown College. He is currently completing the coursework towards an M.A. in applied linguistics at the TESL Centre of Concordia University in Montreal.

Ian has been a classroom teacher of ESL since 1970 at George Brown College in Toronto where he teaches adult immigrants, foreign students and francophone Canadians in addition to doing ESL teacher training. At present, he is also teaching the language component of the ESL Certificate Programme at the Faculty of Education of the University of Toronto. In 1980 he was part of an exchange programme under the auspices of the Canadian Department of External Affairs in which he taught EFL and did EFL teacher training at Sichuan University in the People's Republic of China.

Ian has been an active member of the TESL Association of Ontario (a TESOL affiliate) since its inception in 1972 and is now serving as its past-President. His activities at the affiliate level include co-chairing the annual Ontario TESL Conference in 1981 as well as being community college representative and treasurer for the Toronto affiliate of the provincial association.

At the national level, Ian is a member of the TESL Canada China Committee which has been formed to consider EFL teaching and teacher training by Canadians in the People's Republic of China.

In 1982 Ian was asked to sit on the Advisory Committee for the 1983 TESOL Summer Institute to be held in Toronto and was named Local Co-Chair for the 1983 TESOL Convention in Toronto.

Ian believes that, if TESOL is to maintain its international reputation, it must have representation from members who work and study in all countries and continue to schedule its major events in all parts of the world. □

### RICHARD A. OREM

Richard Orem is an assistant professor of Adult Continuing Education at Northern Illinois University. In that role he teaches graduate level methods courses in Adult ESL, one of the very few such series of courses in the United States to be found within a graduate program in Adult Continuing Education. His teaching assignments take him across the entire northern third of Illinois, including Chicago.

A graduate of Oberlin College (B.A., Government) and the University of Georgia (M.S.Ed., Language Education; Ed.D., Adult Education), Dick has taught EFL/ESL in Tunisia and the United States since 1969 and has been primarily involved in teacher training and curriculum development in adult ESL since 1978.

Dick has been active in TESOL affiliate affairs since 1978. He is a past president of Illinois TESOL/BE (1981-82). As president-elect of the Illinois affiliate, he organized and chaired the First Midwest Regional TESOL Conference, held jointly with the Ninth Annual State Convention of Illinois TESOL/BE in 1981. Within the Illinois affiliate he is a co-founder and past president of that state's first regional chapter. He has served TESOL as a member of the Socio-Political Concerns Committee and may be most familiar to many of you as the current Associate Convention Chair of TESOL '83.

Dick has also been professionally active as a paper and workshop presenter at state, regional, and national TESOL meetings and has contributed articles and book reviews to the *TESOL Newsletter* and to affiliate newsletters, as well as to many adult education periodicals. Dick's desire to continue to serve TESOL at the national and international level is based on his belief that voluntary service to such professional organizations is the best way to eventually improve classroom practice. The activities sponsored by TESOL and its affiliates can and will have a profound effect on the profession as long as members of that profession take an active interest in its direction. Dick would like to see TESOL become more international in its activities and at the same time increase support for local affiliates. □

### PHILLIP W. ROTH

As a first-year elementary school teacher who spoke Spanish, Phil Roth developed an interest in teaching ESL to children when he was assigned a class of twenty non-English speaking elementary school students from six different language backgrounds. Since that first exposure to TESOL, he earned an M.A. in TESL from the University of Illinois and has taught ESL to children in Pennsylvania and Illinois. He served as an ESL consultant at the BESL Center in New Holland, Pennsylvania and eventually went to the Indiana Department of Public Instruction as Coordinator of the Lau Project, continuing his consulting experience in Indiana and many other Midwest states.

Formerly a member of the Illinois TESOL/BE Executive Board, Phil helped to found INTESOL shortly after moving to Indiana. He is a past president of INTESOL and served as Chair of the Second Midwest Regional TESOL Conference in Indianapolis one month prior to the TESOL Convention in Hawaii.

No stranger to TESOL, Phil has presented at the 1982 TESOL Summer Meeting and at numerous TESOL conventions and affiliate conferences and workshops. He is interested in revising the Conference Planning section of the TESOL Affiliate Handbook.

While he is currently a doctoral student in linguistics at Northwestern University, Phil is also Chair of the Special Interest Section of ESL in the Elementary School. His academic interests include the study of child language acquisition in "natural" and "formal" instruction environments. He is also concerned about the needs of elementary ESL teachers as his articles, "Procedures for Identification and Assessment of Students for Possible Inclusion in a Comprehensive Lau Education Program" (*TESOL Newsletter*, October, 1980) and "Eye-Openers for ESL Teachers" (*Selected Papers from the Tenth Annual Illinois TESOL/Be Annual Convention*), indicate.

The deadline for the April issue is February 20. Send items to: Alice Osman, Editor, *TESOL Newsletter*, 370 Riverside Drive, New York, N.Y. 10025. Telephone: (212) 663-5819.

# JOB OPENINGS

**Japan. The Language Institute of Japan** (LIOJ) has a small number of positions open for 1983-84. The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors must have teaching experience, and an M.A. in TESL or related area is preferred. Opportunities also exist to work on our journal, *Cross Currents*. For further information, write: Phillip Knowles, Director, LIOJ, 4-14-1 Shiroyama, Odawara, 250 Japan. A representative will be in North America in March and at TESOL '83 to conduct interviews.

**The Monterey Institute of International Studies, California**, anticipates an opening for the 1983-84 academic year for a PhD (or ABD) to teach applied linguistics courses in a TESOL MA program and to coordinate and teach courses in an intensive ESL program. Duties include course preparation, teacher supervision, and interface with MA-TESOL program. Salary: $17,500 for nine-month contract; possibilities for summer employment. Administrative experience desirable. Candidates should send three letters of recommendation, an updated CV and a letter listing possible TESOL courses to Kathleen M. Bailey, Director, TESOL Program, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, California 93940.

**St. Michael's College, near a lake and the mountains of Vermont**, seeks an assistant director of its International Student Program. We are searching for a multi-talented, innovative person to assist in the direction of the program for approximately 100 intensive English and 35 graduate TESL students. Assistant will be responsible for the initiation and implementation of curriculum and programs and will teach intensive ESL and graduate TESL. Ph.D. in TESL or related field required; teacher training and intensive ESL teaching experience essential. Excellent location, salary and benefits. Hire date tentatively June 1, 1983. Send resume by Jan. 15, 1983 to Personnel Office, Saint Michael's College, Winooski, Vermont 05404.

**"Style Sheet" for *TN* Job Notices**

**Notices of job openings, assistantships or fellowships are printed without charge provided they contain 100 words or less. First state name of institution and location (city, state, country). Include address/telephone last. 100 word limit need not include Equal Opportunity Employer statement as *TN* accepts only ads indicating compliance with EOE guidelines.**

**To obtain rate schedule for boxed or special ads, write to Aaron Berman, TESOL Promotions and Development, Box 14396, San Francisco, California 94114. Telephone: (415) 697-5638. Paid ads for jobs or school notices are limited to one-half of two columns.**

**Editor must receive ads by December 20 for the February *TN*; February 20 for April *TN*; April 20 for June *TN*; June 20 for August *TN*; and October 20 for December *TN*.**

**Tulane University.** The TESL Institute has an opening for the position of Assistant to the Director to assist in the planning and management of its Intensive English as a Second Language Program. Duties include advising students and supervising office staff, teaching, planning short intensive sessions and field trips, preparing brochures, etc. Applicant must be versed in curriculum development, methodologies, supervising instructional programs and conducting teacher workshops. M.A. in linguistics, languages, or related fields preferred. Experience in ESL and administrative affairs required. Applicant must be bilingual (English-Spanish). Salary is commensurate with qualifications and experience. Send application and resume to: **Ralph Siverio, Director, TESL Institute, 1326** Audubon Street, New Orleans, Louisiana 70118, by January 10, 1983.

**The American University in Cairo** is seeking two Assistant, Associate, or Full Professors to teach 1) graduate courses in psycholinguistics, testing, and research design; and 2) graduate courses in general linguistics, phonology, English syntax, sociolinguistics, and history of English, and courses in an undergraduate linguistics minor. Ph.D. required for both openings. Teach, in English, 3 courses per semester. Rank and salary are based on qualifications scale. Travel, housing, and schooling included for expatriates. Two-year appointments begin September 1983, with renewal possible. Write, with resume, to Dean of Faculty, American University in Cairo, 866 United Nations Plaza, New York, NY 10017.


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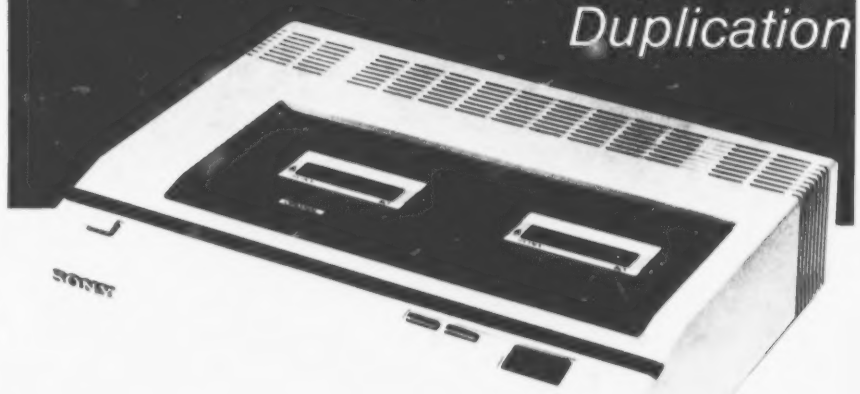

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**San José State University, California,** anticipates a full-time temporary position in TESL starting August 1983. Required: Linguistics Ph.D., ability to teach TESL theory, methodology, testing, second language acquisition, introduction to linguistics, structure of modern English. Desirable: ability to teach English for specific purposes, psycholinguistics, syntax/semantics or phonetics/phonology. Send application and resume (including names and address of three references) by February 15, 1983 to: Manjari Ohala, Linguistics Program, San José State University, San José, California 95192. Salary is dependent upon level of appointment.

**University of Hawaii at Manoa.** The Department of ESL has graduate assistantships for 1983-84 for persons accepted into ESL/M.A. Program. To qualify for appointments, applicants must have taken aptitude portion of the GRE & have experience in ESL/EFL teaching. Foreign applicants with TOEFL scores of 600+ considered if residents for at least one semester. Initial appointments begin end of August '83 for academic yr. & renewable for second yr. Responsibilities: appr. 20 hrs./wk. of supervised teaching in English Language Institute or Grammar Lab, or other related duties. Stipend: $5016 per academic yr. (12-monthly installments) plus tuition waiver. Application forms for assistantship & admission to M.A. Program from: Dr. Richard R. Day, Chair, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, MO 570, Honolulu, Hawaii 96822. Deadline for completed forms for assistantships, GRE scores, letters of recommendation, admission applications & all supporting documents: Feb. 1, 1983. Successful applicants to be notified after Mar. 20, 1983.


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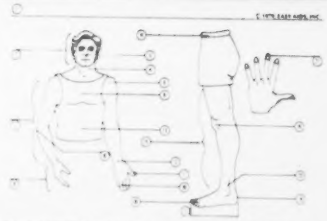

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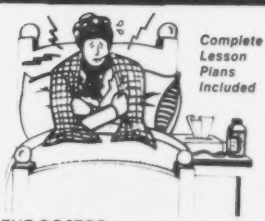


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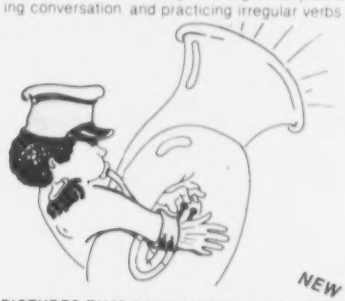

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**U.S.A.—Soviet Union Teachers' Exchange Program** offers TESOL teachers a 10-week opportunity to teach English to Soviet students in Soviet schools, secondary through college levels, September through November 1983. Russian language ability desirable. For more information contact: Charity Turner, American Field Services, 313 East 43rd Street, New York, N.Y. 10017.

*Continued on page 14*

## PENNY LARSON

*Continued from page 5*

In planning for the 1984 Convention in Houston, Penny hopes to

—continue to 'internationalize' international TESOL at all levels of the program and encourage the local committee to reflect many different cultures in their activities;

—involve the affiliates and the interest sections in planning speakers and sessions related to their concerns and encourage them to take a greater part in the workings of TESOL under the new reorganization;

—keep the costs down so that people, in these days of increasing cutbacks, can attend TESOL '84 with or without institutional support;

—make TESOL's return to Texas an enjoyable experience for everyone.

Working with conferences at the local, state and international level has been a rewarding and exciting experience for Penny, and she hopes that she will be given the opportunity to work with colleagues from Texas and around the world to bring you TESOL '84 — Houston.

In TESOL, in addition to being a member of the Executive Board, Penny is a past member and the Chairperson of the Nominating Committee. As a member of the Adult Education Interest Section she has been a member of its steering committee and has coordinated and facilitated the rap sessions. Presentations include an AESIG Plenary Session and pre-convention workshops. In California, Penny has served as president of CATESOL, overseeing its constitutional revision and establishing its long-range planning committee. She has also been on numerous committees and has been CATESOL's membership chair since 1975 watching it grow to its present 2300 plus.

Penny believes strongly in the process of continuous in-service education and in the sharing of expertise. She feels that TESOL, affiliate and local meetings help to foster this growth for everyone and are a way of reaching out to professionals of all levels. Over the years she has put into practice a philosophy that a good leader chooses the people who will help with a project and then allows them to do it, growing while they are contributing and gaining some recognition for themselves. She is sensitive to the relationship between TESOL and its ever-growing list of affiliates and to the internal workings of TESOL and its also growing group of Interest Sections. □

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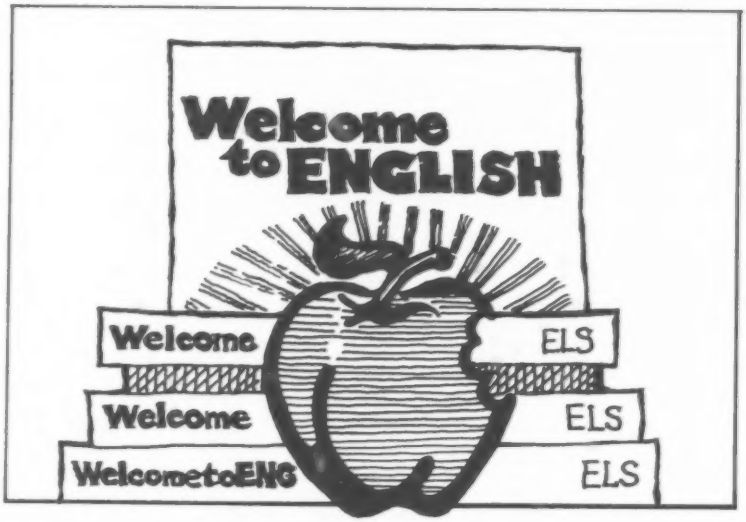


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## U.S. CONGRESS

*Continued from page 2*

Third, bilingual programs should be excluded from the consolidation of funds for all other educational programs (block grants) due to the special demographic considerations. He meant that bilingual students are not spread equally among the states but are concentrated in certain areas. It would needlessly dissipate funds if federal aid were allocated to all 50 states. Subcommittee Chairman Stafford ended his address by saying:

"Now, the time has come to consider the past, the present, and the future of bilingual education. This process will continue against the backdrop of my belief in the fundamental federal role of equity and opportunity in education. The means and methods of achieving these ends may vary. They may be the subject of debate and disagreement. Yet, they are the variables which contribute to the ultimate and inviolable goal of equal educational opportunities for all Americans."

My statement to the Subcommittee supported the necessity for continuing bilingual education services while proposing certain specific changes. The most basic change to be considered is the provision for local autonomy in program design. Bilingual education is no longer concerned with just one or two speech communities but, by recent count, involves 79 native language programs in the United States. There must be an allowance for local initiatives because no single imposed educational method can possibly be effective in all communities where ethnic, linguistic, social and geographic considerations are so varied.

*These bills, all of which were proposed in the spring of 1982, have still not been acted upon as *TN* goes to press. Updates will appear in future issues.—*Editor*

Dr. Porter is Coordinator of Bilingual and English as a Second Language Programs at The Newton Public Schools, 100 Walnut Street, Newtonville, Massachusetts 02160.


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## PENELOPE M. ALATIS

*Continued from page 6*

Penny has conducted workshops for ESL teachers in Fairfax County, Virginia; Atlanta, Georgia; and El Paso, Texas. She has addressed the members of TESOL affiliates in Connecticut, North Carolina, and Italy. She has presented workshops and papers at several TESOL conventions, at affiliate conferences, and at conferences of related professional associations such as ACTFL, NAFSA, and IRA. She has been a cooperating teacher for student teachers from George Mason and Georgetown Universities.

In addition to the above professional activities, Penny has served as consultant to Xerox Education Publications (Education Department), from 1975-80, and to the Education Testing Service (ETS) on the Secondary Level English Proficiency Test (SLEP). She has participated on NCATE evaluation teams at Temple University, University of Hartford, and Slippery Rock College. In 1974, she was named Outstanding Secondary Educator.

Penny has been a dedicated and committed member of TESOL, the organization and the profession, since 1966, and of WATESOL since 1970. Her concern over the lack of certification for ESL teachers in numerous states has prompted her to become a member of the Employment Issues committee and to conduct rap sessions on certification at various affiliate and national meetings. First and foremost, she is a classroom teacher concerned with the welfare of her students and the working condition of her colleagues. She is co-editor of *The Second Language Classroom: Directions for the* 1980's, a book of articles in honor of Professor Mary Finocchiaro.□

# MEET THE RUTH CRYMES FELLOWSHIP WINNERS

by Linda Schinke-Llano
*Northwestern University*

**MILES HOENIG**

Although he joined the TESL field relatively recently, Miles Hoenig of Baltimore, Maryland has already garnered experience in a number of areas. Currently enrolled in an M.S. program in Instructional Systems Development/Bilingual Education at the University of Maryland, Miles has taught ESL to both elementary school children in the Baltimore City Public Schools and to adults at Catonsville Community College and Community College of Baltimore.

With two B.A.s from the University of Maryland—one in history and the other in modern languages and linguistics, Miles is a charter member of the Baltimore chapter of TESOL (BATESOL), and greatly assisted with the writing of its constitution. In addition, he is a member of the Maryland Association of Bilingual Education.

Participants at the 1982 TESOL Summer Institute know Miles as a person of many interests: TESOL, politics, music, travel, and photography. Most impressive, however, was his concern for other participants and for the Institute itself. Miles (along with fellow participant Keith Maurice) facilitated excursions to Chicago, organized parties, welcomed newcomers, assisted the international participants, and generally helped create a feeling of "family" among those who made Evanston their home this past summer. The TESL field should be pleased to have such a member!

**YASUSHI SEKIYA**

Yasushi Sekiya of Fukuoka-ken, Japan should have pleasant memories of 1982. Not only was he one of the recipients of the Ruth Crymes Fellowship for the Summer Institute, but he also came closer to completing his M.Ed. in TESOL at Teachers College, Columbia University while here on a Fulbright fellowship. Yasushi holds another M.A. (in linguistics from Sophia University, Tokyo), as well as two B.A.s (in English and linguistics from Sophia University and in communication and linguistics from the University of Wisconsin, Green Bay). In addition to teaching EFL at Keio-Seminar Preparatory School in Tokyo, he has taught Japanese on a voluntary basis to Laotian refugees at Sophia University.

Yasushi's academic interests are in the areas of second language acquisition, error analysis, and interlanguage phonology. His Institute courses (interlanguage studies, research design, and second language acquisition) reflect these interests, as well as his desire to write his dissertation in the area of acquisition of phonology in a second language.

When he returns to Japan, Yasushi plans to teach English and courses in TEFL at the University level, as well as to be involved in the curriculum design of English teacher training programs. His ultimate career goal is to contribute to more effective TEFL programs in Japan. Those who were fortunate enough to meet Yasushi this past summer have no doubt that his goals will be achieved.


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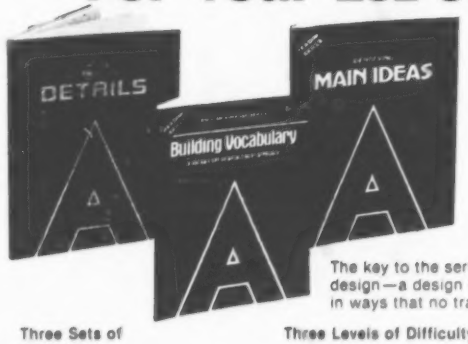


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# NEWS—ANNOUNCEMENTS—PROGRAMS—REPORTS

## ILLINOIS TESOL/BE CALL FOR PAPERS

Illinois TESOL/BE announces a call for papers and presentations for the Eleventh Annual Convention of Illinois TESOL/BE, to be held April 29-30, 1983. A TESOL/BE presentation provides a vehicle for telling about something you are doing or have done in relation to theory or practice in such areas of interest as ESL (any level), bilingual education (any level), adult education, applied linguistics, culture, testing, and other related topics. Selection of presentations will be made by the Program Committee by January 15, 1983.

Send your abstract to Lucille Grieco, Program Chair, 2837 North Merrimac Avenue, Chicago, Illinois 60634. Your abstract should include name, address, phone number and affiliation of presenter(s), title of presentation, target group, equipment needs, method of presentation, length of presentation, a brief biographical description of presenter(s), and a specific description (200-250 words) of presentation for the Program Review Committee. The deadline for submitting information is January 5, 1983. Illinois TESOL/BE members will receive preconvention registration information by mail. Non-members may receive pre-registration information by contacting: Elliot Judd, Executive Secretary, Linguistics Department, University of Illinois at Chicago Circle, Chicago, Illinois 60680.

## CONFERENCE ON PORTUGUESE-AMERICAN EDUCATION

The Annual Conference on Portuguese-American Education will be held March 18-19, 1983 in Sacramento, California. For information contact: David P. Dolson, California State Department of Education, Office of Bilingual Bicultural Education, 721 Capitol Mall, Sacramento, California 95814. Telephone: (916) 445-2872.

## CULTURE LEARNING INSTITUTE SEMINAR

The Culture Learning Institute of the East-West Center announces a seminar for educators on the varieties and functions of English when it is used by people of different nations as a means of communication. The seminar is called *English as an International Language: Issues and Implications* and is scheduled to be held June 1 - July 15, 1983.

Seminar topics will include: Varieties of English as an International Language and the differences between EIL and other functions of English; Teacher training and materials development for EIL; The use of native and non-native literature for EIL; Cultural factors influencing communication patterns; and Needed research. The staff of the seminar will consist of an international team of instructors with particular interest and experience in cross-cultural interaction. The seminar is designed for participants who are native or non-native speakers of English who can train classroom teachers, write materials, or develop language policy.

The cost is U.S.$1000 which covers registration, housing, health insurance, and seminar materials. Each participant is responsible for round-trip airfare to Honolulu. The application deadline is January 15, 1983. For more information and an application form, write to: The Director, Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96848.

## WILLIAM PATERSON COLLEGE CONFERENCE REPORT

"Developing Communicative Competence: Challenging Students of Limited English Proficiency" was the theme of the William Paterson College (New Jersey) Bilingual/ESL Conference held October 8-9 and chaired by Professors Gladys Nussenbaum and Laura Aitken.

Professor Migdalia Romero of Hunter College, City University of New York, described preliminary findings of the "Significant Bilingual Instructional Features Study" directed by her and funded by the National Institute of Education. Classroom strategies and approaches used by successful teachers in bilingual classes at three sites in the United States were described and discussed.

Professor Stephen Krashen of the University of Southern California, speaking on "Second Language Acquisition and Bilingual Education," reminded the audience that, according to a substantial body of empirical research, languages seem to be acquired through large doses of comprehensible input and a relaxed atmosphere, with minimal correction. Achieving a level of competence in L*I* appears to facilitate second language acquisition. The speaker proved to be a convincing advocate of good bilingual programs for Limited English Proficiency (LEP) students in need of them.

Dr. Ramón Santiago, President of the National Association of Bilingual Education, was present as Director of the Georgetown University Bilingual Education Service Center, which was a major sponsor of the conference. Other sponsors included the Bilingual and International Education Program of the New Jersey Department of Higher Education and the City of Paterson Board of Education Bilingual Programs.

Among fifteen exciting workshops were: Teacher as Ethnographer; Cross-cultural Conflict in Multiethnic Classrooms; Evaluation and Selection of ESL Materials; Helping the LEP Child to Read; Effective Use of Testing in ESL Programs; Parental Involvement For the LEP Student; and Indo-Chinese Adaptation in American Schools.

## 1983 SUMMER INSTITUTE FOR HAITIAN CREOLE BILINGUAL TEACHERS

For the fourth consecutive year Indiana University is organizing a Summer Institute for Haitian Creole Bilingual Teachers, July 5—August 12, 1983, under the auspices of the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA). The Institute is intended for present and prospective teachers in bilingual programs addressed to Haitian children and teachers of English to speakers of Creole. Courses which make up the Institute include: beginning and intermediate level instruction in Haitian Creole; methods and materials in Haitian Bilingual Education; ESL methodology; structure and sociolinguistic aspects of Haitian Creole and a tentative practicum experience to be held in Port-au-Prince, Haiti. Participants in the Institute receive fee remission scholarships for 9 graduate credits and a stipend covering living expenses, books and materials, and part of travel costs. For information and applications contact: Creole Institute, Indiana University, Ballantine 602, Bloomington, Indiana 47405. Telephone: (812) 335-0097. Completed applications will be due March 15, 1982.

## CONFERENCE ON INTERNATIONAL EDUCATION

The Community Colleges for International Development, Inc. will sponsor its Sixth Annual Conference on International Education February 6-9, 1983. The conference entitled "The Community of Tomorrow—Futures in International Education," will be held at the Walt Disney World Conference Center near Orlando, Florida. The program is designed to serve a wide variety of interests and levels of expertise, and will feature presentations by outstanding practitioners, as well as seminars and round table discussions in areas such as international student services, study abroad programs, faculty development, technical assistance and international consortia.

A special feature of the conference will be a briefing and conducted tour of EPCOT Center, and an evaluation of its use as a resource for international/intercultural education and understanding.

For futher information, call (305) 632-1111, Ext. 305 or write: Community Colleges for International Development, Inc. Brevard Community College, 1519 Clearlake Road, Cocoa, Florida 32922.

## ISRAELI APPLIED LINGUISTS MEET

Israeli applied linguists have set up an Academic Committee for Research in Language Testing (CRILT). It is actually a working group within the framework of the AILA Commissions. Elana Shohamy (School of Education, Tel Aviv University) is the chair. The committee includes among others Bernard Spolsky, Valerie Whiteson, and Joel Walters (Bar Ilan University), Robert Cooper and Andrew Cohen (Hebrew University), and Elite Olshtain (Tel Aviv University). Andrew Cohen is currently chair of international TESOL's Interest Section on Research and Elite Olshtain is President of the Israeli Affiliate, ISRATESOL.

The committee had its first meeting on May 20-21, 1982. Nineteen people attended the British Council sponsored two-day retreat at Kibbutz Shfaim, near Tel Aviv. The first meeting consisted of seven reports of research in language testing in different areas, plus general remarks by Shohamy, Spolsky, and Cooper. A second such meeting is planned for January 2-3, 1983, when the focus will be on the testing of reading comprehension. Efforts are being made to fund the participation of several foreign experts.

## TESOL LIBRARY GETS NEW BOOKS

Hundreds of new textbooks have been received and catalogued in the TESOL Library during the past few months, most with publication dates ranging from 1978 to 1981. This is a reminder to our members that they may borrow by mail from the library by paying a nominal fee to help with the cost of shipping books ($1 for one to four books; $2 for five or more). To obtain a complete listing of either the textbooks or the teacher's background materials, write to the TESOL Central Office, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

## JOB OPENINGS

*Continued from page 9*

**University of Louisville.** Opening for a full-time ESL lecturer starting July 1, 1983. Requirements: M.A. or equivalent in teaching ESL or related field; at least one year of adult ESL teaching experience, preferably in an intensive English program; native-speaker proficiency; ability to teach and test all levels and skill areas. Foreign language and residence in a non-English speaking country highly desirable. Full-time appointment on a 12-month renewable contract at $14,000-$15,000. Send application letter and full credentials (curriculum vitae, transcripts, and four references) by March 1, 1983 to: Dr. Karen Mullen, Director, IESL Program, Department of English, University of Louisville, Louisville, Kentucky 40292.

**Middle East.** International training company is accepting applications for ESL Instructors and Curriculum Specialists to travel on single status and work in the Middle East beginning in January 1983. Duties: teach technical English and prepare lesson plans and teaching materials. Qualifications: B.A. in Linguistics or equivalent; TEFL certification and/or minimum two years TEFL teaching experience, preferably to Middle Eastern students. Competitive salary and per diem. Benefits include free housing, generous R & R, medical, dental, and life insurance, etc. For more information send resume or call: Roberta Kushen, Personnel Manager, Systran, Inc., 70 W. Hubbard Street, Chicago, Illinois 60610. Telephone (312) 321-0707.

**University of Michigan.** The Department of Linguistics and the English Language Institute of the University of Michigan are seeking to hire an Assistant Professor of Applied Linguistics with accomplishments in at least two of the following areas: second language acquisition, ESL methodology, psycholinguistics, or sociolinguistics. Please send letter of inquiry and vitae to: Professor Eric S. Rabkin, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48109.

**University of Alaska, Fairbanks.** Tenure track position for Instructor or Assistant Professor of Cross-Cultural Communications. Depending on qualifications, this may be a joint appointment with another discipline. Responsibilities: development and instruction of freshman level and developmental courses in written communication and learning strategies for Alaskan Natives. Minimum qualifications: M.A. (earned doctorate for Assistant Professor); successful experience teaching college level writing in bilingual/bicultural settings; demonstrable understanding of communication problems across linguistic and cultural boundaries. Salary range from Instructor to Assistant Professor: $24,850—$36,618 for nine months. Application to include letter outlining interests and relevant ideas, current vitae, transcripts, three letters of reference and two most recent employers. Send these by January 4, 1983 to: Russell Currier, Cross-Cultural Communication, 314 Chandaler South, Fairbanks, Alaska, 99701. Application for employment may be subject to public disclosure if one is selected as a finalist.

**Wayne State University.** Administrative position: Director of English Language Institute, to administer unit which teaches 600-800 students per year, has 30 staff. Qualifications: At least M.A. in ESL; teaching and administrative experience. Apply to: Marilyn Williamson, Chair, Department of English, Wayne State U., Detroit, MI 48202.


**UNIVERSITY OF PETROLEUM & MINERALS**
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**ENGLISH LANGUAGE CENTER**

The University of Petroleum & Minerals, Dhahran, Saudi Arabia invites applications for TESL positions (native fluency) for the academic year 1983-84, starting 1 September 1983.

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# COLLECTIVE BARGAINING: A VIABLE ALTERNATIVE FOR ESL/EFL TEACHERS IN HIGHER EDUCATION

by Salvatrice DeLuca
*The American University*

*Editor's Note: This is the second of two parts. Part One appeared in the TESOL Newsletter in October.*

Once a union has been officially certified by the National Labor Relations Board as the collective bargaining agent for a group of teachers, the members must proceed through three further phases, all of which require time, discussion, patience, compromise and careful attention to detail. The first phase involves the preparation of a detailed employment contract; the second phase involves the negotiation of the contract with the employer's representatives; and the third phase involves the ratification of the contract by the union membership. All three phases should be characterized by discretion and strict adherence to the provisions of the National Labor Relations Act on the part of the union as well as the employer.

# THE STANDARD BEARER

Edited by Carol J. Kreidler
*Georgetown University*

In the case of the English Language Institute Faculty Association (ELIFA) at The American University, it was decided by the union officers that two teams would be formed to carry out the tasks involved in the first two phases; accordingly, three union members were appointed to serve on a contract committee, and three other members were appointed to a negotiation committee. It was expected that the two teams would work very closely together, and this expectation has since been borne out. It is also possible, however, that a union may choose to have only one committee carry out both sets of tasks, depending on the particular circumstances at different institutions.

In order to prepare an acceptable contract that would fit the unique specifications of employment at The English Language Institute, the contract committee made use of an ELIFA survey taken the previous October, in which the members had listed and ranked their principal areas of concern at the ELI. From this survey, issues relating to terms and conditions of employment were extracted, further specified, and put on a list of proposed contract issues to be presented to the members for discussion. Additionally, the committee obtained copies of other academic union contracts from the American Federation of Teachers; these samples revealed several standard provisions (i.e., the union recognition clause, the union security clause, provisions for binding arbitration, to name a few) which were added to the list of proposed contract issues. This list was then presented to the membership for discussion and modification at a regular union meeting in August, 1982, after which the committee members divided up the issues among themselves and began working out the specific details and the language of the clauses. Several revisions later, the contract was ready to be presented to the university.

In the meantime, the negotiating team began making preparations for the negotiations. On August 17, having received official NLRB certification as a collective bargaining agent four days earlier, the union president sent letters to President Richard Berendzen and Provost Milton Greenberg of The American University requesting a meeting to inaugurate their new collective bargaining relationship. A meeting between the ELIFA negotiators and the Provost was subsequently scheduled, at which both sides identified the members of their negotiating teams and scheduled a preliminary bargaining session for the following week. The purposes of the preliminary bargaining session were to establish procedural guidelines which the negotiators must follow, to set up a schedule of regular and frequent bargaining sessions, and to present to the employer a "laundry list" of mandatory and voluntary issues to be negotiated. The establishment of procedural guidelines is extremely important, since they govern the conduct of the bargaining sessions. These guidelines cover such matters as the role that each member of both teams should have (designating the chief negotiator as the spokesperson), authority to sign off on clauses (indicating an issue has been agreed upon and will not be reintroduced for further negotiation), and the right

*Continued on page 17*

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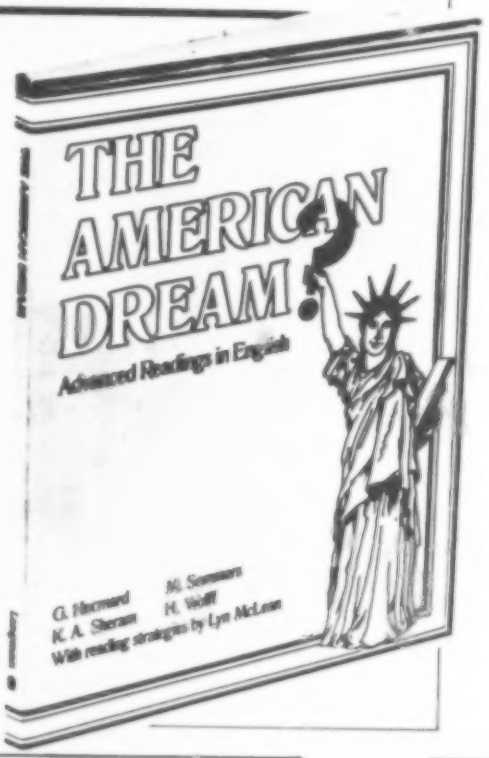


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## COLLECTIVE BARGAINING

*Continued from page 15*

to invite an observer or professional consultant to sit in on the negotiations, among other things. In subsequent bargaining sessions, the articles and clauses drawn up by the contract committee are introduced, and, after discussion, they are either agreed upon by signing off, agreed upon verbally, modified and rewritten at the bargaining table or postponed for later discussion. In some cases, the employer might offer counter-proposals which the union has to take into consideration. In general, the atmosphere should remain business-like: formal, but cordial. The ELIFA and American University negotiators began their collective bargaining sessions on September 7, 1982.

Throughout this long process, both sides must be familiar with the provisions of the National Labor Relations Act (NLRA) and must avoid actions that constitute unfair labor practices.[1] Section 8(a) of the Act lists the unfair labor practices of employers; some examples of these are:

- Attempts to interfere with, restrain, coerce, or otherwise influence employees who exercise their rights to form, join, or assist labor organizations;
- Attempts to dominate or interfere with the formation of a labor organization;
- Attempts to discriminate in regard to hiring or tenure of employment, or any term or condition of employment, in order to discourage participation in a union;
- Attempts to discharge or otherwise discriminate against employees who have given testimony to or filed charges with the NLRB;
- Refusal to bargain collectively, in good faith, with employee representatives.

Section 8(b) of the Act lists the unfair labor practices of labor organizations; these include:

- Attempts to restrain, coerce, or otherwise influence employees who exercise their rights to form, join, or assist a labor organization, or to refrain from doing so;
- Attempts to cause an employer to discriminate against an employee because of union activity;
- Refusal to bargain collectively, in good faith, with the employer;
- Attempts to engage in prohibited strikes or boycotts;
- Excessive or discriminatory membership fees.

Violations of these or any other provisions of the NLRA can result in the filing of unfair labor practice charges with the NLRB. A recent, well-publicized example of this occurred on September 28, 1982, when the NLRB found the National Football League management guilty of violations of the good-faith bargaining provisions for refusing to make certain financial information available to the NFL Players' Association; the Board ruled in favor of the union and ordered the League to provide the records in question.

Once the ELIFA representatives and the university negotiators have reached agreement on all issues and signed off on all clauses of the contract, it will be presented to the union membership and to the university Board of Trustees for ratification. Should either side fail to ratify the contract, the negotiating teams must return to the bargaining table to frame a new agreement that will be acceptable to both the teachers and the university. While this has been a lengthy and difficult process, the ELIFA members believe that collective bargaining has provided the best method to achieve clarification and equity in the terms and conditions of their employment. It is hoped that these efforts will soon culminate in the signing of the first successfully negotiated collective bargaining agreement at The American University.

(Anyone interested in additional information about collective bargaining may find the following publications useful:

*Labor Law*, by Douglas Leslie (West Publishing Company)
*"How Collective Bargaining Works"* (American Federation of Teachers)
*Handbook on the Structure and Function of College Unions* (American Federation of Teachers)

Also, the National Center for the Study of Collective Bargaining, located at Baruch College, CUNY, New York, has a wealth of materials, including bibliographies, sample contracts and constitutions, U.S. Department of Labor publications and interpretive materials.)

FOOTNOTE

[1]A good introduction to the NLRA is the publication entitled *A Guide to Basic Law and Procedures under the National Labor Relations Act*, available from the U. S. Government Printing Office, Washington, DC.

Salvatrice DeLuca
Secretary, ELIFA
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The American University
Washington, D.C. 20016

*Editor's Note:* After sending President Darlene Larson to the conference "Campus Bargaining at the Crossroads" last May, TESOL decided to become a member of The National Center for the Study of Collective Bargaining, sponsor of that conference. The Professional Standards Committee has a Subcommittee on Bargaining Organizations which is being chaired by Linda Tobash, The English Language Center, LaGuardia Community College, CUNY, Long Island City, N.Y. 11101.

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# AFFILIATE/SECTION NEWS

Edited by Mary Ann Christison
*Snow College*

### NEW AFFILIATES WELCOMED

TESOL President Darlene Larson announced recently that the Executive Board has approved the admission of four additional affiliates to its ranks. They are the Association of English Teachers in Korea (AETK); TESOL Scotland; Kansas (KATESOL); and Alabama-Mississippi (AMTESOL). This brings the total number of TESOL affiliates to sixty-one.

### NYS ESOL BEA INSTALLS NEW OFFICERS

The presidential gavel of the New York State affiliate of TESOL was passed on to Maria Mastrandrea at the 12th annual fall conference held in Albany, October 29-31, a weekend that included square dancing and a sing-along together with the expected paper presentations, panels, legislative sessions and publishers' exhibits. Ms. Mastrandrea is with the New York City Board of Education in the Bureau of Special Projects serving Limited English Proficient students in the non-public schools sector.

Installed as first vice president was James Weaver of Atlantis Publishers and as second vice president, James Lydon of LaGuardia Community College. Newly elected board members include: Carolyn Gilboa, Brooklyn College; Maxine LaRaus, Hillcrest School, The East Ramapo Schools; Donna Rice, SUNY/Buffalo; and Ann Serrao, Rocheaumbough Adult School, White Plains. Representatives to the TESOL Advisory Council are Nancy Frankfort, Hunter College, and Harvey Nadler, New York University.

### NCA/TESOL FALL CONFERENCE REPORT

The North Carolina Association for TESOL 1982 Fall Conference, held on October 23 at the Marriott Hotel in Raleigh, was attended by over 50 people. In his keynote address "ESL: Where We've Been, Where We're Going," Ron Schwartz of the University of Maryland explored past and present directions in the field. The concurrent sessions which followed were Cloze Tests, ESL Writing, The Rassias Method and More, Suggestopedia Revisited, and Beyond the ESL Text: Supplementary Activities for the Classroom. During breaks conference-goers socialized and avidly perused materials supplied by publishers for review.

Sarah E. Shaw, Editor
*Tarheel TESOL News*

### ESL IN THE ELEMENTARY SCHOOL

If you are a (prospective or current) teacher of ESL in the elementary school, the Special Interest Section for ESL in the Elementary School would like to hear from you. Do you have a concern that the Special Interest Section (or TESOL, in general) can address? Is there a successful classroom technique that you would like to share with other colleagues in the field? Do you have a question about teacher certification and/or legislation which affects limited English proficient children? Have you read a book that you think other elementary ESL teachers should read or know about? Do you have suggestions for elementary ESL curriculum and/or materials? Have you conducted some research that you think elementary ESL teachers might benefit from?

If you answered *yes* to any of the above, or you want to share concerns about other issues affecting the teaching of ESL to children, write to:

Phillip W. Roth, Chair
ESL in the Elementary School SIS
1613 West Farwell
Chicago, IL 60626

or

Carole Urzua, Associate Chair
ESL in the Elementary School SIS
MAT, Box 93
Lewis and Clark College
Portland, OR 97219

**AFFILIATE/INTEREST SECTION PAGE**

**The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest Section Newsletters and send news items to her by the deadlines stated on the back page of *TN*.**


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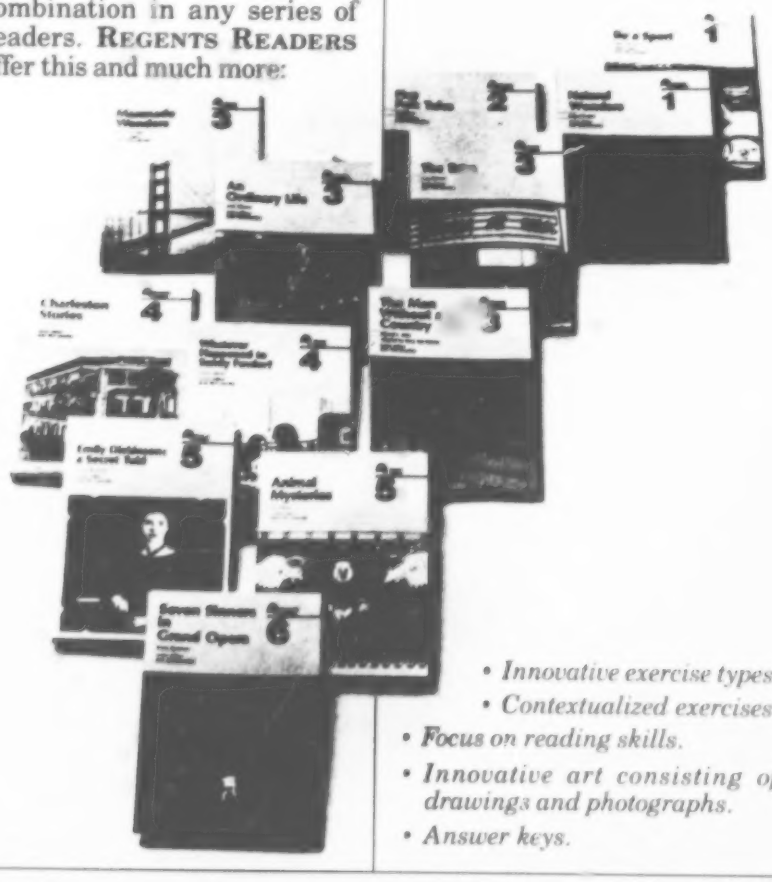

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# AN INFORMAL ESSAY:
# RECONCILING COMPETING APPROACHES IN TESOL

by Dale Otto
*Central Washington University*

***This essay is an outcome of my participation in the 1981 TESOL Summer Institute, specifically my work in a course on methodologies taught by Mary Hines. Professor Hines did an admirable job of presenting competing teaching approaches, and left it up to each student to come to terms with the methodologies included. This paper attempts to reconcile these methodology positions, or at least furnish a prospective for them.***

One interesting and important problem with the state of TESOL now appears to be our struggling with disparate but important elements in teaching. These elements generate debate and often appear as bi-polar pairs in opposition to each other. They are said to reflect separate schools of thought, of technique and of materials. As identified, these are:

known——unknown (materials)
boredom——newness (motivation)
form——function
drill——communication
accuracy——fluency.

Those on the left side are associated primarily with the *audio-lingual/form* school of thought and teaching, while those on the right are associated primarily with the *functionalist/communication* school.

On second and third glance, however, we may be using these useful terms in less than useful ways by creating opposition where none may exist (as with the pair *accuracy-fluency*), or by contrasting competing approaches to teaching in a way which implies mutual exclusion (for example, the teacher either teaches only *form* and never *function*). It may be profitable to look again at these elements to become more sensitive to their relationships to each other and to the teacher; this is what the balance of this paper will attempt.

## An Analysis

### I. What: *Known–Unknown*

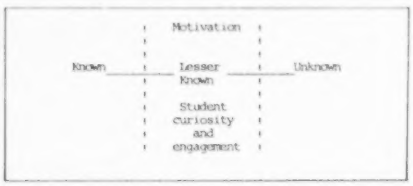
The element of moving the student from the *known* to the *unknown* in language learning is a very useful place to begin, for it forces us to immediately shift to a *student* focus rather than retaining a teacher focus. We ask ourselves, What do my students (or What does each student) already know? What makes sense to move on to next?

Further, adopting a student focus also encourages us to be a little more analytical in determining what the student already knows so as to sensibly move into lesser-knowns and unknowns. Often, the content of what we teach is perhaps more complex than we realize. We tend to concentrate on the lexical side of language, on new words (both of content and function) and their uses and contexts. Because of this, we may not always see clearly that a lesson or activity which seems simple from our (teachers') point of view may in fact put too much that is new in front of the student, new not only of meaning but also of grammatical structure, role and function, and often of pronunciation and paralinguistic features as well.

In addition, attending to the *known–unknown* element also encourages us to consider the *interest* to the student of the content of our lessons and activities, how attentive they are and what applications and uses they see to their own lives, situations and work.

We thus have in the *known–unknown* elements a true bi-polar pair, one which indicates the heart of *content*, of the *what* of the lessons and activities which are taught. It also provides a worthwhile point for the teacher to study and retain currency with the matter of *motivation*: are my students *curious*? Do they seem *engaged* in the content of my lessons? Are my students bored, stimulated or frustrated by the content of my lessons? Figure 1 is intended to illustrate these aspects of the *known–unknown* element.

FIGURE 1
*Known - Unknown:* The *What* of Language Learning




### II. How: *Form–Function*, and *Drill–Communication*, with a Note on Redundancy

Here we are presented with two non-bipolar pairs. Rather, we have four elements, all of which relate to decisions in teaching. We are seduced into placing these elements in bipolar opposition in part because they *are* related. Let's take them out of opposition in order to look at how they are related, again with a focus on the student.

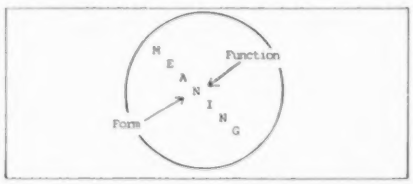
*Function* implies meaning. *Form* suggests the structure of how we both receive and intend/share meaning. To emphasize one or the other is most likely foolish. A portion of meaning is communicated by *form* (syntax) and the heart of meaning (semantics) is provided by the *functions* and contexts in which a linguistic item is used. They are more like plant and blossom—interdependent rather than in opposition.

The student of language is driven by acquiring the ability to understand and communicate more and more in the target language. *Form*, without understanding and communication, ignores the drive for meaning; *function*, without conscientious attention to form, deprives the student of the tools for meaning.

A more fruitful view of these two elements, then, is to see them as partners. The student needs both function and structure to understand and produce meaning. We can toy with the order and relationship of these two elements for hour after hour, including the interesting debate over what it is that the learner has as competence within himself. However, the more useful questions for the teacher probably are those such as the following: Do my students *show* me and others that they can understand and use the forms I am teaching (i.e. pronunciation, intonation and grammar)? And do they command the meaning (i.e. functions and paralinguistic features) of what I am teaching?

Figure 2 may come closer to what the student needs from the teacher and the content of lessons and activities.

FIGURE 2
Function, Meaning and Form in Learning




Our second non-pair, *drill* and *communication*, are very similar in relationship to form and function. In language learning, the student will practice (drill) items which he needs to practice; it is very fortunate when these items coincide with what the teacher sets out for practice. The student will also want to understand what is being said, and to use each new language tool as he moves from exposure to proficiency—he wants to communicate. Again, the relationship seems cyclical rather than linear, and interdependent rather than in opposition. Figure 3 represents this relationship, with the use of the term *practice* in place of *drill*, a term which has acquired unfortunate connotations of militaristic absent-mindedness.

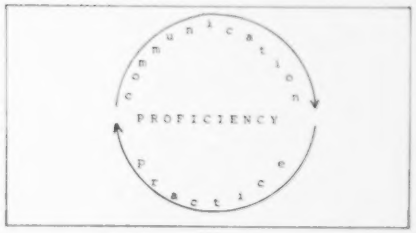
*Continued on next page*

## RECONCILING COMPETING APPROACHES

*Continued from page 20*

When we view form and function, practice and communication in a cyclical, interdependent manner, we perhaps have a useful clue as to a profitable meaning of the term *redundancy* in language learning. One aspect of redundancy surely has to do with dealing with the student's proficiency in language. We do this by knowingly providing learning situations which cycle the language to be learned through foci on form *and* function, through foci on practice *and* communication. To include either form or practice only, without including meaning and communication, ignores the essence of redundancy in language learning, redundancy based on their inter-relationships.

FIGURE 3
Proficiency, Communication and Practice in Learning



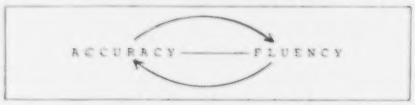

We may also view redundancy not as repetition, but as enrichment—the taking of what is already known and going farther with it. Redundancy in language learning, then, consists of the student's gaining greater and greater understanding of, and competence in the forms of the new language and the meanings they can embody. Redundancy implies both repetition *and* extension.

### III. Pulling *Content* and *How* Together: *Accuracy–Fluency*

Our last non-pair of elements, again a related pair, represents the desired outcome for the student of the *content* and *how* of language teaching. Accuracy and fluency, then, are the goals of language learning.

It may be argued that accuracy precedes fluency, that I must understand that which I am to be able to use with ease and automaticity; it cannot reasonably be argued that fluency precedes accuracy, that I can possess ease and automaticity of performance for that which I don't understand. Surely we aim for our students to be both accurate in the language and to be able to communicate fluently. The relationship here for the student is more profitably seen perhaps as one of both order and interdependence, not one of 'either-or.' Very simply, we may illustrate these two elements as follows.

FIGURE 4
The Goals of Language Learning




### IV. What Else is Missing? *Learning Load*

So far, so good; but something is missing. We have the matter of *student learning load* to consider. Regardless of what we teach or how we teach it, what school of thought we subscribe to or set of materials we use, we still need to recognize the amount of learning we are requiring in any one lesson or the number of objectives we are expecting every student to master.

Those of us in language teaching find it all too easy to forget the matter of student learning load, or to see it too dimly. We ordinarily don't teach subject matter *content* when we teach language; rather we teach the tool for the student to use in dealing with subjects—language. We therefore often lack information teachers of subject areas get when they organize and sequence the subject's concepts and skills for a given group of students. As teachers of language we know the language we are teaching very well—we use it automatically most of the time and with relative ease when we use it self-consciously. The teacher of math, gardening, welding or surgery, however, must keep learning his subject area if he is to stay on top of it, if he is to remain a competent teacher.

Furthermore, the subject matter teacher is always conscious of the concepts he is presenting to students. He thus has a clearer feedback system available to use when making decisions about *what, when* and *how* to teach. We language teachers have no such feedback system because we are teaching what we are already competent in.

Attention to how many objectives we expect our students to learn in each lesson and to their variety also assists us with clarifying aspects of both motivation and redundancy. If the teacher expects student competence in a few, thoughtfully chosen objectives for each lesson or period, she is likely to promote student interest because of a high rate of success—of mastery. Further, such thoughtful attention to the objectives of each language lesson will also furnish guidance to the teacher regarding when to repeat and extend previously learned material—when to furnish redundancy.

Again, perhaps a small diagram will help illustrate the relationships among student learning load, motivation and redundancy.

*Continued on next page*

# AILEEN TRAVER KITCHIN
# 1907 - 1982

Aileen Kitchin was foremost among pioneers in the Teaching of English as a Second Language. Before TESOL existed as acronym or organization, she played a key role in developing the field. Those who remember the 1940s and 50s know how much she did at Michigan and at Teachers College to establish TESOL as a profession and an academic discipline.

At the University of Michigan, Aileen (still in her thirties) managed much of the administration of C.C. Fries' newly founded English Language Institute. She made major contributions to the series, *An Intensive Course in English for Latin American Students*, and to Fries' scholarly report on *English Word Lists*. She taught a popular section of a linguistics course on the Ann Arbor campus (virtually the only woman then entrusted with an instructional post). For her Ph.D., she wrote a landmark dissertation which provided new and useful information about word order, for future generations of teachers and linguists. Then, in 1945, she accepted a challenging assignment at Teachers College: to design and direct a graduate program for teachers of ESL.

It was one of the first in the nation, and it became one of the most influential. At Teachers College, as at Michigan, Professor Kitchin's standards were rigorous. She recalled how English had been taught to foreign students in the days before Fries, when all that one needed was a warm heart and a fluent command of the language. It was her conviction that those attributes alone were not enough: to be a profession, ESL had to make use of a growing supply of solid facts about language and language-learning—knowledge that had to be made part of the teacher's equipment through advanced study.

In the late 1950s she left New York to accompany her husband, Dr. Joseph A. Kitchin, into a diplomatic career overseas. They had previously served together in Thailand; now they were bound for State Department posts in Egypt, India, and Afghanistan. Although not active in ESL after 1960, Aileen Kitchin gave strength to the profession for many years after that, through her influence on those who taught and wrote. Here is a mere sampling of those to whom she had once been mentor: Earl Stevick, Pauline Rojas, Betty Robinett, Judith Nine-Curt, Robert Lado, Edward Anthony, and three Allens (Robert L., Virginia F. and Walter P.)

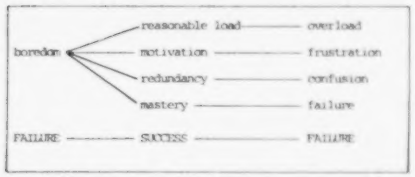
She died in August, after a long illness, in Potomac, Maryland. All in TESOL have reason to be grateful for her life.

Virginia French Allen

## RECONCILING COMPETING APPROACHES

*Continued from page 21*

FIGURE 5
More Factors for Student Success
and Their Relationships




V. Application: *The Lesson or Activity Plan*

By way of overall summary, I would like to suggest a format for language teaching lessons which can emphasize the central column of Figure 5, above. Such a lesson plan finds primary use in the more formal portions of the curriculum; however, portions of it are probably appropriate for all aspects of teaching language, whether in the classroom or in the cafe. In addition, I would guess that this proposed lesson plan format can find applicability to any set of materials and even to any approach to teaching, from the most serious audio-lingual approach to the most zealous Counseling-Learning approach.

Figure 6: A Lesson Plan Format

| | |
|---|---|
| Objective(s): | (Here are stated the one, two or possible three objectives of a lesson, in terms which clearly indicate student performance and language.) |
| Materials: | (All materials needed for the lesson and directions for their preparation are given here.) |
| PRESENT: | The teacher *models* the performance expected of the students. If the objective requires dialogue, the teacher *shows* the students what is in the dialogue and who are the speakers. The teacher also shows the students any actions which accompany the language to be learned, in ways which accurately present all student actions as well as teacher actions. A teaching partner or puppets which always show student action and language are useful here. |
| PARTICIPATE: | Volunteer students take the place of the teaching partner or puppet(s) and practice the action(s) and language of the lesson or activity. Correction is done by the teacher re-presenting (re-modeling) the portion of language which contains the error, with the student being given additional opportunity to perform and practice. |
| EVALUATE: | The teacher calls on students at random to continue the same action and language of PARTICIPATE. Correction continues as in PARTICIPATE. The suggested student performance criterion is that at least 90% will successfully perform the objective(s). |
| EXTEND: | An optional phase right after the EVALUATE portion ends, during which the materials remain available for student use and free discussion. |

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# REVIEWS

**Edited by Ronald Eckard**
*Western Kentucky University*

## COMMUNICATION IN THE CLASSROOM

Edited by Keith Johnson and Keith Morrow. 1981. Longman Group Limited, Harlow, Essex, England. (152 pages.)

**Reviewed by Samuela Eckstut**
*Teachers College, Columbia University and the Hellenic-American Union, Athens, Greece*

*Communication in the Classroom* is the newest in the Longman series of Handbooks for Language Teachers. The book provides a good survey of major themes, procedures and techniques now current in Britain. In addition to a number of contributions by the editors, the book contains papers by fifteen materials developers and teachers well known in Great Britain for the practical contributions they have made to EFL/ESL. The book's collection of papers deals with communicative language teaching and as the editors state, it "provides a coherent overview of what a communicative approach to language teaching might involve."

The book is divided into two main parts. Part A, Applications, primarily deals with syllabus and course design and Part B, Methods, with different aspects of methodology in communicative language teaching. Each part begins with an introductory paper. Keith Johnson's introductory paper to Part A on defining 'functions,' 'notions' and 'communicative,' terms used more and more frequently in recent EFL/ESL publications, is especially useful in light of how these terms are so often confused. Keith Morrow's introductory paper to Part B discusses what he considers to be five major principles of communicative methodology.

In Part A writers such as Louis Alexander, Robert O'Neill and Christopher Brumfit discuss their considerations when producing communicative materials. The papers are concerned with how the development of the functional/notional syllabus has affected these considerations. Such a syllabus is based on the communicative needs of the learners; in view of this the writers discuss the value of the functional/notional syllabus for EFL students whose language needs are not clear, e.g. the 'general' adult beginner. Nicholas Hawks in his paper, "Primary Children," further examines the development of materials based on the functional/notional syllabus for children when it is not possible to determine their future language needs.

The writers all recognize the validity of the functional/notional approach to syllabus design. However, it is clear from the divergent views expressed in this part that there is no one approach to course design even though the writers all take the development of the functional/notional syllabus into account when they produce materials.

In Part B writers such as Marion Geddes, Donn Byrne and Alan Maley deal with the four skills in communicative language teaching and also various procedures and techniques. The papers on the four skills provide insights and useful hints on ensuring that students are involved in true communicative acts when practicing any of the four skills. These papers all emphasize that in real language acts the skills are integrated with each other rather than separate and unrelated. Therefore, good classroom comunicative activities should involve students in practicing more than one skill.

The remaining papers in Part B are devoted to specific communicative activities such as role play and role simulation, drama, games and problem-solving. The paper by Andrew Wright discusses how to involve students in communicative activities through the use of visual aids. These papers not only discuss the advantages of such procedures but also contain actual material that has been used in the classroom.

The book is especially valuable for those in the United States not yet fully acquainted with new developments in Britain. Readers in America who have had little access to British materials will find all of the papers in this collection of great value. However, readers up to date with British trends and procedures will probably find the papers in Part A more resourceful than those in Part B because a good many of the ideas expressed in this part have appeared elsewhere. The papers in Part A, on the other hand, provide important insights into questions and problems that have arisen out of the development of the functional/notional approach to syllabus design.

*Communication in the Classroom* is a valuable addition to the Handbook series. It joins the fifteen previous handbooks in providing worthwhile information on different aspects of methodology. Because of the practical aspects of the material, the books are especially important for practicing teachers, teachers in training and their trainers. The light writing style makes the books easy and enjoyable to read. *Communication in the Classroom* like the other books in the series provides pleasant reading and at the same time gives readers especially in the United States the opportunity to share in recent British developments.

## COMMUNICATION SKILLS FOR THE FOREIGN-BORN PROFESSIONAL

by Gregory Barnes. 1982. Institute for Scientific Information, 3501 Market Street, Philadelphia, Pennsylvania 19104. (198 pages; paperback $13.95; hard cover $18.95.)

**Reviewed by Steven Darian**
*Rutgers University*

*Communication Skills for the Foreign-Born Professional* serves as an excellent outline of communication needs and resources required by the non-native speaker already launched on his career.

A chapter on Rules for Social Behavior coaches the reader on American attitudes toward social time, personal distance, eye contact, grooming. Another—on Oral Presentations—discusses the use of easel graphics, overhead projectors, slides, videotape recorders, while a chapter on Visual Materials offers a handy summary of graphic resources, including: pie charts and bar charts, graphs, and cutaway diagrams. The architect's floorplan seems unnecessary: Presumably, students working with such material will have had design courses that make the present drawing redundant.

The book draws on the latest research in linguistics and discourse analysis, yet presents it in an applicable easy-to-understand manner. This in itself is reason to recommend it.

The section on reading provides an admirable synthesis of major points in reading theory. It stresses an *active* approach to reading, in the use of discourse markers, text notes and marks, summarizing, defining, and retention (Did you know, for example, that immediate recitation is the best technique for retaining information?).

It is an ambitious book, if anything a bit too ambitious for 193 pages, in its attempt to cover the entire gamut of communication activities. As a result, some topics are slighted, such as the six-page chapter on Public Speaking. Yet even in this short compass, Barnes manages to add some solid professional tips on the art (Wherever possible, use examples, quotes, and facts).

The book is written for a native-speaker level of English and thus aims at a specialized segment of students: those who speak English well "and read it very well." As such, its chief value is providing in one place, a broad range of communicative activities needed to succeed in U.S. culture, especially at the professional level.

An appendix includes a set of exercises for each chapter, in addition to short sections on writing mechanics and grammar. The overall format of the book makes it suitable for self-teaching, in an orientation course for foreign-born professionals, or an advanced course in English for Academic Purposes.

Steven Darian is a professor of applied linguistics at Camden College of Arts and Sciences, Rutgers University, Camden, New Jersey 08102.

## DIRECTIONS IN APPLIED LINGUISTICS

by David Crystal. 1981. Academic Press, Inc., 111 Fifth Ave., New York N.Y. 10003. Also, 24/28 Oval Road, London NW17 DX, England. (i-vi plus 179 pages; hard cover only, $25.00.)

**Reviewed by Anthony F. Lewis**
*University of Michigan*

David Crystal's *Directions in Applied Linguistics* (hereafter, *DIAL*) is a must for anyone interested or involved in the applications of linguistics to second language research and/or teaching. TESOLers, as well as other language professionals, such as speech pathologists, sociolinguists and reading specialists will all find something of value in this collection of essays. Although some of the readings concern themselves specifically with linguistic happenings on the British scene, and may not necessarily be of interest to American readers (see especially Chapter Eight entitled "Linguistic Perspectives on the Bullock Report"), Crystal, nevertheless, has presented a well-balanced set of readings which portray the interrelationships and use of linguistic theory to more practical language problems.

The text, overall, consists of a series of essays written by Mr. Crystal in the 70's. The first section entitled "First Order Studies" examines first and second language ($L_1$ and $L_2$) processes. The second section, "Second-Order Studies," attempts to present research which "may be studied independently of any specific area" (p. 23). Included in this "independent" area are three essays. One reading is devoted to a dis-

*Continued on next page*

**BOOK REVIEW EDITOR**

**The Book Review Editor is Ronald Eckard. Unsolicited reviews (no more than three pages, double spaced) should be sent to him at the Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.**

## DIRECTIONS IN APPLIED LINGUISTICS

*Continued from page 23*

cussion of the Bullock report (Chapter Eight), while Chapter Nine attempts to show the use of linguistic principles in diagnosing linguistic disorders. Chapter 10 reports on the applications of linguistics to stylistic analysis and interpretation.

The readings in the first section of the text appeal more to TESOLers and $L_1$ and $L_2$ researchers than do the readings in the second Section. Chapter One surveys the field of applied linguistics and examines not only what the field stands for, but where it is at present and where it is going. Chapter Two ("Language in Education—An Applied Linguistics Perspective") relates $L_1$ concerns confronted by most educators in classroom settings. Chapter Three appeals to speech and language pathologists while Chapter Four portrays the relationship between the use of linguistic principles and the teaching of reading. Chapter Five looks at stylistic analysis and uncovers some myths on the part of both linguists and analysts of style. Chapter Six ("The Nature of Advanced Conversation: Stereotype and Reality in Foreign Language Teaching") is of particular interest to foreign language learners/teachers. Crystal nicely sets forth some pioneering observations on the irreality of classroom language *learning* versus the *acquisition* of foreign languages in a real world setting. As Crystal observes, all $L_2$ learners who step off the plane for the first time in a distant land suddenly realize that the second language so diligently learned in the classroom is not the same as the Spanish or French spoken around them on this first visit. Crystal's article attempts to reconcile these differences. Chapter Seven entitled "Some Current Trends in Translation Theory and Practice" presents a fresh look at the old issue of the art of translation.

Part of the uniqueness of *DIAL*, as opposed to other anthologies of applied linguistics, lies in its heavy orientation to $L_1$ problems. Much of the current literature in ESL has sought to show how $L_2$ learning is similar to $L_1$ learning. Crystal's inclusion of many readings devoted to problems of an $L_1$ nature certainly offers much to $L_2$ researchers and, as for myself, has opened up many new channels for potential research in $L_2$ learning. Finally, a more important theme of the book focuses on the premature assumptions on the part of linguists as well as various language practitioners who have never thought about the interrelationships between their respective fields. All in all, *DIAL* succeeds in pointing out the myths and realities in using linguistic theory to solve real world linguistic problems. I highly recommend this book.

Anthony Lewis teaches at the Center for Southeast Asian Studies, University of Michigan, Ann Arbor, Michigan 48105.

**INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES**

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes and Meetings on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.


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# IT WORKS

**Edited by Cathy Day**
*Eastern Michigan University*

## USING NEWS BROADCASTS

**by Wilhelmina Juhlin**
*Parsippany-Troy Hills School District*

An "It Works" suggestion for vocabulary acquisition for advanced ESL learners used by Wilhelmina Juhlin, in ESL classes at Parsippany-Troy Hills School District, New Jersey, combines the use of news broadcasts and the cloze procedure. She suggests taping one complete news item from one of the all-news broadcasting stations. Ten to 15 minutes of news might have to be taped in order to obtain one item (250-300 words long) that is appropriate or appealing to your students. Newscasts are filled with relevant vocabulary and many idioms. They also provide a common base in current events and/or controversial issues for follow-up in a lively class discussion. The use of high quality tape equipment is recommended as newscasters speak rapidly and distortion of sound can complicate the learner's task. Once students get used to news broadcasts they may feel that the newscasters have slowed down.

After choosing the news item, transcribe it completely. This won't take as much time as one might think, as it should not be more than one page of double-spaced text. Point out unfamiliar vocabulary to your students. Make a second transcription with these words deleted (but do not delete less than every fifth word). A total of 20-25 words will provide more than enough material to challenge the student.

In the classroom, introduce the subject of the news item briefly. Then proceed as follows:

1. Present the unfamiliar vocabulary to the class. Discuss the words and put them on the board. At a future time, when students are familiar with the technique, this step can be eliminated, allowing students to discover word meanings on their own.
2. Listen to the tape.
3. Ask the students three to four basic questions to determine comprehension.
4. Listen to the tape again.
5. Ask the same three to four questions to clarify what the students have heard.
6. Hand out the completed transcription and listen to the tape again with the students reading along. At this point further discussion can be held about the news item itself and questions about the new vocabulary items can be answered.
7. Next, hand out the cloze transcription for the students to complete *without* the tape. The first transcription, of course, should be temporarily tucked away.
8. Listen to the tape for a final time while students self-correct. If they have used synonyms instead of the actual word, so much the better but it is important to discuss the reason why.

Any number of follow-up activities can be done using the new vocabulary items: they can be used as spelling words, for use in writing sentences, creating crossword puzzles, finding synonyms/antonyms, etc. For additional variations of the cloze transcription, try one with all the prepositions deleted or all the articles deleted.

This variation of the cloze procedure has been most successful in Ms. Juhlin's advanced ESL classes. She reports: "It provides a nice change of pace for the students and keeps their level of interest high as they view it as kind of a puzzle. It is a valuable tool for increasing their adeptness at using context clues and is a great way to improve listening comprehension. More importantly, it provides the students with the kind of vocabulary they will encounter out in the real world."

**IT WORKS**

***TN* readers are invited to write up lessons that have worked for them so that they may be shared with others in the field. Contributions should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.**

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# LETTERS

### THANKS FROM ESL IN BILINGUAL EDUCATION INTEREST SECTION

October 21, 1982

Dear Editor:

Because of the considerable positive feedback from the membership of the "ESL in Bilingual Education Interest Section," I would like to take this opportunity to acknowledge the understanding, interest and support by TESOL for the effective implementation of bilingual education programs.

This support has been demonstrated by the provision of a significant number of relevant sessions at the conventions, the active role of the TESOL Central Office, the Joint National Committee for Languages and the Officers and Executive Board to preserve the legal bases for bilingual education and also the content of the *Newsletter* and *Quarterly*.

Sincerely,

Roberta Kanarick
Chair ESL in Bilingual Education
Interest Section
500 North Broad Street
Elizabeth, New Jersey 07207

### SENN'S ESL PROGRAM SAVED

October 19, 1982

Dear Editor:

I thought it would be of interest to *TN* readers to learn about the sudden and dramatic loss—and rescue—of the program for Limited English Proficiency (LEP) students which took place at our school recently.

In 1969 Senn High School in Chicago instituted a basic program of instruction for its LEP students. Since that time the program has been expanded and diversified to better meet their needs. The program not only provides instruction in ESL but also provides classes in vocational education, specially-designed classes within the regular academic program, liaison services and various social services. Senn's TESOL Program services nearly one-third of the high school's student population. More than half of Senn's 700 LEP students are refugees; many of them have never before attended school.

On September 7, 1982, the members of the Chicago Board of Education voted to reallocate Community Development Grant funds. This action forces Senn High School to lose half of its TESOL faculty and all of its TESOL paraprofessionals. This results in the students' losing more than half of their ESL instruction time as well as losing the various other services provided.

Through letters and public testimony, international TESOL, Illinois TESOL/BE, social service agencies, community organizations, and private citizens expressed their concern over and their opposition to this reallocation of funds. Several times this affair received publicity from Chicago's four major television stations and from Chicago's two daily newspapers.

On September 27, 1982, the Instruction Committee of the Chicago Board of Education met and passed a motion which states "That the committee recommend to continue programs and direct Dr. Love [General Superintendent of the Chicago Public Schools] to reallocate resources accordingly or seek additional revenue."

On October 7, 1982, Senn High School received official word that its TESOL Program would not be cut as drastically as originally planned. The program will lose one teacher and two paraprofessionals; schedules will be adjusted so that the students lose no ESL instruction time.

International TESOL and Illinois TESOL/BE are proud to have been able to support Senn High School in its stand against the reallocation of funds. Both organizations are also pleased that Dr. Ruth B. Love and the members of the Chicago Board of Education realize the importance of ESL and that they decided to fund this exemplary program for the 1982-83 academic year.

Sincerely,

Name withheld—*Editor*

September 16, 1982

Dear Editor,

The TESOL *Newsletter* has published several letters on employment concerns already. I would like to add a few comments, though perhaps from a different viewpoint. My original motivation for this letter came from an announcement of summer teaching positions available in the People's Republic of China, at a large and prestigious university. The teaching arrangements were being handled by a well-known university in the Mid-West. It caught my eye because I was potentially interested in a summer teaching position in China. However, when I realized that a teacher would only receive inci-

*Continued on next page*


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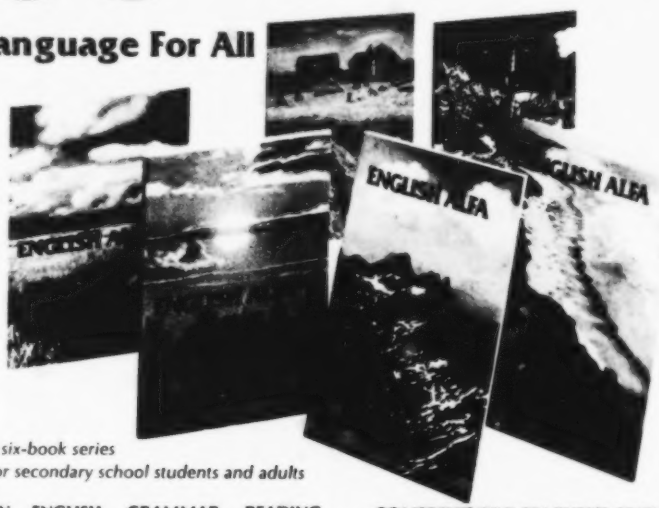


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## LETTERS

*Continued from page 26*

dental monies for "souvenirs" (with room and board paid for) and that the transportation costs to and from the teaching site were to be born by the teacher, I quickly lost interest. Being an experienced, trained professional in EFL, I quite frankly resent this type of exploitation. By playing upon an individual's desire to see an interesting part of the world, these universities (the Chinese and U.S. one) receive extremely inexpensive teachers. What irritated me most was the lack of response, if only by letters to the editor, of this type of exploitation. Why do U.S. institutions only come under attack and this type of situation in other countries is ignored? In many ways I consider this more of a problem than those that face us at home.

What would been the response if a U.S. institution advertised for teachers at no salary or transportation costs, with room and board and trinket money thrown in as a pacifier? As professionals, we need to demand (as in "require") our due remuneration.

Which leads one to comment upon earlier letters concerning employment issues. While I can only speak from personal experience, in eight years of teaching EFL, I have never felt exploited. I have often desired a higher salary or better benefits, but never have I seen any discrimination towards me as an EFL teacher. Perhaps I have been lucky, but at both academic institutions (universities) I have worked at, I have had faculty status. And I was paid the same level as others of my academic rank. I would submit that employment discrimination is an institutional problem, not a professional one.

But even within an institution, one needs to be aware of financial and political exigencies before shouting discrimination. I do not condone this when it does exist (and I know it does), but some research into the situation could usually at best explain the situation and perhaps offer suggestions as to how to alleviate a problem. In some cases, it might be impossible. In that case I would recommend finding a new job and crossing it off as a bad work experience, rather than a professional problem.

Salary is important, but it is not the main reason I became an EFL teacher. I have travelled to many countries of the world. I have roughly 5½ months of vacation during the year, if I desire. I truly enjoy day to day contact with international students. For those who move into the business, computer science, or law fields, I wish them happiness. I have found mine in my low paying EFL job. I could teach high school in a nearby city and earn roughly $8,000 more a year, but that is not what interests me. I enjoy what I am doing and accept what I have. In my case, if there is any exploitation, it is a two way street.

True, there are many EFL teachers employed part-time. But at my institution, there are many French teachers, English teachers, and art teachers who are employed part-time. *My* field is not discriminated against. The whole educational field is being discriminated against. If we (EFL teachers) take martyr roles, we become fools.

And I suppose I am simply tired of fools. We do have problems, but they need to be identified and understood to be solved. Bureaucracy exists everywhere we work and it is no simple matter to create changes. But uninformed outcries will not have the desired effects. The best teacher in the school leaving for another profession is a cop-out, and is no more heartbreaking than the lawyer turning to another profession. Change can only occur with awareness of reality at the institutional level, and only thereafter with much work. But please let's hear about specific grievances with a thorough background added.
Then some progress can be made. And don't forget there's a big world out there if you are unsatisfied where you are (though you might have to pay to get there, particularly if you're going to China).

Sincerely,

Timothy H. Robinson
St. Edward's University
Austin, Texas 78704

**Drawing Out** is a teacher's guidebook of activities designed to explore the use of student-created images in the process of second language acquisition. It offers specific ideas for topics and for classroom implementation as well as sharing delighful samples of actual student visual and written projects that have resulted from these activities.

**Drawing Out** focuses on using art experiences to aid allowing students to discover their own resources, inclinations, possibilities and limitations. It emphasizes developing a gratifying sense of personal identity through creative expression. **Drawing Out** helps build a positive classroom atmosphere that is accepting of and enthusiastic about individual and cultural differences.

*"**Drawing Out** is really two books. One is a methodology text which presents techniques designed to get students to produce art work which they can then comment on orally and in writing. The second is an actual collection of student art work and interlanguage productions. Thus, it is an ideal book for teachers — one they can learn from and one they can simply enjoy."*

— John H. Schumann, UCLA

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(415) 661-1515

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## COMMITTEE ON SOCIOPOLITICAL CONCERNS (CSPC)

The Committee on Sociopolitical Concerns (CSPC) is working on several projects:

1. Conducting political action workshops and teaching others to do so;
2. Compiling a bibliography of books, articles, and guidelines on the non-sexist use of language;
3. Publishing, on an irregular basis, the *Hermes Courier*, a TESOL alert bulletin used to inform affiliates of matters of current sociopolitical concerns, such as current congressional legislation;
4. Identifying bias in standardized tests and working to educate publishers and educators of the problem.

Any members who have knowledge or information to contribute to any of the projects mentioned should contact the chair or any member of the CSPC.

Any members who wish to comment on the projects and/or suggest others the CSPC should pursue, write to Jeanette Macero, Chair, Committee on Sociopolitical Concerns, Department of English, Syracuse University, Syracuse, N.Y. 13210.

Other members of the Committee on Sociopolitical Concerns are:

**Term Expires in 1983**

Nick Elson
York University
4700 Keele Street
Downsview, Ontario

Vicki Gunther
4170 North Marine Drive
Chicago, Illinois 60613

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1228 20 Avenue East
Seattle, Washington 98112

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437 Bartlett Street
San Francisco, California 94110


Main Hurdman
Certified Public Accountants

1050 Seventeenth Street, N.W., Washington, D.C. 20036. Telephone: 202/466-3010

The Executive Committee
Teachers of English to Speakers
of Other Languages

We have examined the statement of assets and liabilities arising from cash transactions of the Teachers of English to Speakers of Other Languages as of October 31, 1981, and the related statements of revenue collected, expenses paid and changes in fund balance for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in the accompanying notes to financial statements, the Organization's policy is to prepare its financial statements on the basis of cash receipts and disbursements; modified to recognize the inventory of publications and depreciation of furniture and equipment; consequently, certain revenue and the related assets are recognized when received rather than when earned, and certain expenses are recognized when paid rather than when the obligation is incurred. Accordingly, the accompanying financial statements are not intended to present financial position and results of operations in conformity with generally accepted accounting principles.

In our opinion, the financial statements referred to above present fairly the assets and liabilities arising from cash transactions (modified as noted above) of the Teachers of English to Speakers of Other Languages as of October 31, 1981, and the revenue collected, expenses paid and changes in fund balances during the year then ended, on the basis of accounting described in the accompanying notes which basis has been applied in a manner consistent with that of the preceding period.

Main Hurdman

December 9, 1981

KMG Klynveld Main Goerdeler-International firm


## GRADUATE STUDENTS WON SCHOLARSHIPS TO SUMMER INSTITUTE

Billie Letts and Keith Maurice were fortunate students at the 1982 TESOL Summer Institute at Northwestern University in Evanston. They both won scholarships to cover at least part of their expenses.

Regents Publishing Company provided a two-course scholarship, while National Textbook Company provided scholarship funds to cover one course.

Keith Maurice, the winner of the National Textbook scholarship, is now a graduate student at Florida State University in Tallahassee. Billie Letts was the recipient of the Regents scholarship; she is an ESL instructor at Southeast Oklahoma State University in Durant.

## TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
## STATEMENT OF REVENUE COLLECTED, EXPENSES PAID AND FUND BALANCE
## GENERAL FUND
## Year Ended October 31, 1981

| | General Administration | Membership Services | Grants & Contract | Professional Activities | Advertising | Other Activities | Total |
|---|---|---|---|---|---|---|---|
| **Revenue Collected** | | | | | | | |
| Dues | $ | $270,223 | $ | $ | $ | $ | $270,223 |
| Convention | | | | 111,572 | | | 111,572 |
| Special sessions | | | | 8,772 | | | 8,772 |
| Advertising | | | | | 60,650 | | 60,650 |
| Grants | | | 4,181 | | | | 4,181 |
| Contracts | | | 1,813 | | | | 1,813 |
| Exhibits | | | | | | 51,850 | 51,850 |
| Mailing list sales | | | | | | 11,181 | 11,181 |
| Interest | | | | | | 13,611 | 13,611 |
| Book & reprint sales | | | | | | 38,497 | 38,497 |
| Postage billings | | | | | | 8,291 | 8,291 |
| Other revenues | | | | | | 2,689 | 2,689 |
| | -0- | 270,223 | 5,994 | 120,344 | 60,650 | 126,119 | 583,330 |
| **Expenses paid** | | | | | | | |
| Salaries & wages | 85,448 | 88 | | 7,587 | 9,322 | 3,995 | 106,440 |
| Honoraria | 100 | 300 | 700 | | | | 1,100 |
| Travel | 10,063 | 18,175 | 2,876 | 24,773 | 552 | 4,916 | 61,355 |
| Supplies | 7,889 | 443 | | 1,662 | 412 | 721 | 11,127 |
| Purchases for resale | | | | | | 8,993 | 8,993 |
| Equipment rental & repairs | 3,770 | | | 3,584 | 232 | 99 | 7,685 |
| Telephone | 3,515 | 728 | 3 | 2,379 | 1,710 | 644 | 8,979 |
| Postage | 9,472 | 25,356 | | 9,737 | 723 | 2,670 | 47,958 |
| Depreciation | 1,440 | | | | | | 1,440 |
| Rent | 8,272 | | | | | | 8,272 |
| Shipping & delivery | 69 | 5,733 | | 2,957 | 183 | 1,654 | 10,596 |
| Printing & reproduction | 520 | 99,471 | 110 | 46,816 | 1,334 | 2,321 | 150,572 |
| Computer service | 5,333 | 3,755 | | 2,953 | 212 | 7,306 | 19,559 |
| Professional services | 4,900 | | | 2,027 | 843 | 148 | 7,918 |
| Insurance | 2,083 | | | (304) | | | 1,779 |
| Convention hotel charges | | | | 32,469 | | 6,028 | 38,497 |
| Scholarships, awards & grants | 11,910 | 13,539 | 4,050 | 674 | | 10,000 | 40,173 |
| Other expenses | 5,539 | 149 | | 9,866 | 147 | 5,122 | 20,823 |
| | 160,323 | 167,737 | 7,739 | 147,180 | 15,670 | 54,617 | 553,266 |
| **Excess of revenue collected over expenses paid (expenses paid over (revenue collected)** | $(160,323) | $102,486 | $(1,745) | $(26,836) | $44,980 | $ 71,502 | 30,064 |
| **Fund balance, November 1, 1980** | | | | | | | 190,864 |
| **Fund balance, October 31, 1981** | | | | | | | $220,928 |

## TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
## STATEMENT OF ASSETS AND LIABILITIES
## (Arising from Cash Transactions)
## October 31, 1981

### ASSETS

| | | |
|---|---|---|
| **General Fund** | | |
| Cash | | |
| Checking accounts and office funds | | $ 27,800 |
| Savings accounts | | 27,611 |
| Certificates of deposit | | 65,850 |
| Advances | | 2,500 |
| Inventory | | 78,309 |
| Deposit on computer | | 5,602 |
| Other assets | | 704 |
| | | 208,376 |
| Furniture and equipment, at cost | 16,160 | |
| Less accumulated depreciation | 3,086 | |
| | | 13,074 |
| | | 221,450 |
| **Restricted Fund** | | |
| Cash—savings account | | 16,107 |
| | | $237,557 |

### LIABILITIES AND FUND BALANCES

| | |
|---|---|
| **General Fund** | |
| Deposit payable | $ 522 |
| Fund balance | 220,928 |
| | 221,450 |
| **Restricted Fund** | |
| Fund balance | 16,107 |
| | $237,557 |

## TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
## STATEMENT OF CHANGES IN FUND BALANCE
## RESTRICTED FUND
## Year Ended October 31, 1981

| | |
|---|---|
| **Ruth Crymes Memorial Fellowship Fund** | |
| Fund balance, November 1, 1980 | $ 250 |
| Contributions | 15,464 |
| Interest earned | 393 |
| Fund balance, October 31, 1981 | $16,107 |

*Editor's Note:* TESOL customarily prints the accountants' financial statement for the fiscal year in the *Membership Directory*. Since there was no *Membership Directory* published during 1982, we are printing the financial statement for 1981 in this issue of the *TESOL Newsletter*.

# MARCH CONVENTION OFFERS A TASTE OF CANADA

## LARGE INTERNATIONAL PARTICIPATION SOUGHT

by Richard A. Orem
*Northern Illinois University*

If you found the lure of the sand, the sea, and the sun too much competition for your attention at TESOL '82 in Hawaii, then have we got good news for you. TESOL '83 promises no sand, no sea (only Lake Ontario), and precious little sun (Winter doesn't end until March 21). Instead, we can assure you of one of the finest conventions TESOL has offered its membership in 17 years. Convention headquarters will be the beautiful Sheraton Centre in downtown Toronto with additional space available across the street in the Westin Hotel. Whereas TESOL '82 had a strong Pacific flavor, TESOL '83 promises to offer a taste of Canada at its best, including active participation from Canadian TESL'ers from all over the country, both French and English-speaking provinces, and a gala banquet with a Canadian menu. In addition, the Educational Visits scheduled for Tuesday, March 14, will take you to many of the fine language programs conducted throughout multilingual Toronto, programs in bilingual education, Native People's education, and ESL among the many ethnic groups currently living in Toronto and environs. Specific information on Educational Visits will follow in your preregistration packets. TESOL members will be receiving hotel reservation and preregistration information directly from the TESOL Central Office. Nonmembers should write directly to TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A.

Although preregistration information will be mailed shortly after January 1, this column gives me an opportunity to provide you some insights into the program planning process, changes in scheduling, new session formats, and general convention program information.

TESOL '83 is scheduled to run officially from Tuesday evening March 15, to Sunday, March 20. There will be 45-minute, as well as three- and six-hour sessions each day from Wednesday through Saturday. Sunday will be reserved for convention wrapup sessions and planning sessions for TESOL '84. However, in contrast to TESOL '82, in which three- and six-hour sessions ran concurrently with 45-minute sessions, this year we are trying to schedule only 45-minute sessions concurrently with each other, and longer sessions concurrently with each other. The purpose for this is to avoid some of the problems experienced last year when presenters of longer sessions had to compete with concurrent shorter sessions, with participants coming and going throughout their sessions. Instead, this year short papers will be scheduled for the mornings, and longer sessions for the afternoons.

Among the changes in session format are two of significance. Added to the list of longer sessions this year for the first time is the category of Poster Session, a two hour session in which we hope to attract presenters who will want to display their wares, such as a research project, innovative materials, new programs, and more, without having to give a formal lecture. Convention goers can then move throughout the room, much like an exhibit area, asking questions and engaging in informal discussion on the various topics. The response to this new format has been most gratifying—over two dozen proposals from around the world.

Another innovation in session format in TESOL '83 will be the Symposia. This format was not listed in the Call for Proposals, as they are to be arranged by invitation only. The purpose of this format will be to bring together 10 to 15 individuals currently researching a particular topic to share their findings and discuss each other's work in a round table fashion. All Symposia will be scheduled on Tuesday, March 14, concurrent with Educational Visits and Business Meetings, and prior to the official opening session of TESOL '83 Tuesday evening. Convention goers will be able to attend these Symposia but will not be able to interact with the participants at that time. Instead, we hope to draw from each Symposium at least one workshop or other formal session during the regular convention schedule at which time discussion on the topic will be encouraged. Already several Symposium topics have been identified. They include: English in the Work Place; Computer Assisted Instruction; Native People's Education; and Native Language Maintenance for Minority Students. More detailed information about Symposium topics and participants will be contained in the convention preregistration package.

### 1200 PROPOSALS RECEIVED

If proposal submissions are any indication of interest, TESOL '83 will be an attendance record breaker. Jean Handscombe, Program Chair, and I have together received nearly 1200 proposals, a record for TESOL conventions. This also means that many deserving proposals will be rejected for lack of space. We hope all will understand the difficulty of our decisions, but this should assure us of a quality program.

As in past years there are many activities at TESOL conventions which stay the same. We will continue to provide for Interest Section Rap Sessions, Academic Sessions, and Business Meetings, Breakfast Sessions, Organizational Concerns, and the Employment Clearinghouse. This year will be the first convention in which the changes contained in the revised TESOL constitution will be implemented. Instead of Special Interest Groups, we have Interest Sections, eleven of them, from ESL in Elementary Schools to Refugee Concerns. Besides the Interest Section sessions, we will also feature the usual business sessions, the Legislative Assembly, the Affiliate Council, and the Interest Section Council. There will be sessions for newsletter editors, those wishing to contribute to journals, and a workshop sponsored by the Committee on Sociopolitical Concerns, a sequel to last years' popular "How to Make Friends and Influence Legislation."

Finally, a word about the local committee. Local co-chairs Ian Gertsbain and Maureen Callahan are heading a team which has been hard at work arranging the Educational Visits, scouting out entertainment in Toronto, securing A-V equipment requested by presenters, and seeking to insure that warm Canadian hospitality will be the order of the day in chilly March. Everyone is urged to allow some time to

*Continued on next page*

### TESOL SUMMER INSTITUTE 1983, TORONTO

The 1983 TESOL Summer Institute will be held in Toronto, July 4—August 12, 1983. The Summer Institute will be hosted jointly by the Department of Linguistics, University of Toronto, and the Modern Language Centre, Ontario Institute for Studies in Education. The theme of the 1983 Institute will be "English in bilingual and multicultural societies."

The 1983 TESOL Summer Institute will offer a wide variety of courses and mini-courses, a Forum Lecture series, and a number of related activities. The annual summer meeting of TESOL will be held during the Institute, July 21-23, 1983.

Accommodation for participants will be available on the campus of the University of Toronto. A handbook coatining details on all matters relevant to the Institute (course descriptions, faculty, scheduling, mini-courses, accommodation, fees, visa requirements, lectures, scholarships, related activities) will be available in January, 1983. Requests and inquiries should be addressed to: TESOL Summer Institute, School of Continuing Studies, 158 St. George Street, Toronto, Ontario M5S 2V8 Canada.

Jean Handscombe, Program Chair for TESOL '83, presiding over a committee meeting. Jean reported during the November 19-20 planning meeting in Toronto that all indications point to a record turnout of TESOLers to the 1983 conference.

savor the international cuisine in Toronto, everything from Greek, Portuguese, and Italian, to Vietnamese and Indian. The bibliophiles among you will also want to allow some time to stroll along Bloor Street and browse through the many bookstores there. What all this really means is that you are all most welcome to join us for a TESOL celebration in Toronto in '83. But don't be surprised if you are disappointed in the brevity of your visit. Toronto and TESOL '83 will provide you a convention to remember a lifetime. Welcome et soyez le bienvenu.

Richard Orem is the Associate Chair of TESOL '83, and the convention isn't the only production that Dick has been involved in. This article was written while he and wife, Sue, were waiting for a new addition to the family. A healthy son was born on October 19th,—and Dick made the October 20th deadline for *TN*!—*Editor*

## TESOL '83 TEACHER-MADE MATERIALS EXHIBIT

The Teacher-Made Materials Exhibit has long been a recognized part of TESOL Conventions. For some, this feature answers the need for practical classroom suggestions and inspiration to produce similar items. At TESOL '83, we hope to provide an impressive display of materials from around the world, in a variety of categories. These materials will be on view near the Publisher's Display from Wednesday, March 16 to Saturday, March 19. Materials can include games, records, tapes, books, pictures, multi-media theme units, curriculum guidelines, etc. Please note that material is *not* to be sent ahead of time, but rather brought to the Exhibit Area, preferrably on Tuesday, March 15, between 5:00-7:00 p.m. and picked up on Saturday, March 19, at noon. Since space is limited, please don't bring us your *entire* classroom stock. Please remember, also, that no material can be sold on the premises.

When you bring your material to the Teacher-Made Materials Exhibit area, you wil be asked to complete a printed card giving the following information: provider's name and affiliation, age level for which material has been prepared, content area, cost (if any), and how individuals may acquire the material (if at all).

Sharon Basman
(See Address below)

## CALL FOR TESOL '83 FILM FESTIVAL

An exciting feature which is being planned for TESOL '83 is the FILM FESTIVAL, providing convention-goers an opportunity to sit back in the Convention Centre Theatre and view the latest in TESOL-related movies and slide-tape shows. What will be shown will be selected from submissions received. Movies and slide-tape shows will run continuously from Wednesday, March 16, through Friday, March 18, during the day. Topics can include methodology, immigrant adjustment and background cultures. Those whose submissions are selected will be offered the opportunity to give an oral introduction to their item prior to the showing.

Specific titles and screening times will be announced in the *Convention Daily*. Please note that TESOL will not rent films to be shown nor can any copies of materials be sold on the premises. However, presenters may distribute literature about the movie/slide-tape show and how people may obtain it. Materials should *not* be sent ahead of time, but should be brought by a Convention participant and collected again before the end of the Convention.

If you are interested in submitting a movie or slide-tape show for screening at the Film Festival, please clip out and return the below form to:

Sharon Basman
North York Board of Education
5050 Yonge St.
Willowdale, Ontario
Canada, M2N 5N8
Telephone: (416) 225-4661
ext. 297 or 298

*DUE DATE*: Postmarked no later than February 1, 1983

NAME _____ ADDRESS _____

TEL. NO. (HOME) _____ _____
(area code)

(BUSINESS) _____ _____
(area code)

TITLE OF MATERIAL _____ _____

TYPE OF MATERIAL: 16MM Movie_____ 35MM Movie_____ 35MM Slide/Tape_____

Other (please specify)_____

Write a *30 word* maximum summary of your Movie/Slide Tape Show including an indication of the intended audience:

_____

_____

_____

Please indicate if you wish to introduce your material (five-minute maximum): Yes_____ No_____

SUGGESTED READER: Forestville Tales, by Aaron Berman, *Eight International Folktales*

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**TESOL NEWSLETTER**
**Alice H. Osman, Editor**
***LaGuardia Community College, CUNY***

*Contributions of up to five typed double-space pages (1200 words) are welcome and should be sent to Alice Osman, Editor, TESOL Newsletter, 370 Riverside Drive, New York, NY 10025.* Writers are urged to request guidelines.

The *Newsletter* is published six times a year, February through December and is available through membership in TESOL or its affiliates only.

Deadlines are December 20 for February issue; February 20 for April; April 20 for June; June 20 for August; August 20 for October; October 20 for December. Space permitting, short notices will be accepted for approximately 10 days beyond deadlines.

*TESOL Newsletter Editorial Staff and Advisory Board:* Richard Allwright, University of Lancaster, England; Charles Blatchford, Palo Alto, California; John Boyd and Mary Ann Boyd, Illinois State University; Mary Ann Christison, Beaver College; Cathy Day, Eastern Michigan University; Bruce Dotta, Bronx Community College, CUNY; Ronald Edlund, Western Kentucky University; Winifred Falcon, ALP, Columbia University; Douglas Fleming, Colorado State University; Sergio Gaitan, Instituto Mexicano-Norteamericano de Intercambio Cultural, A.C.; Mary Hines, Teachers College, Columbia University; Jean McConochie, Penn University; Carmen Judith Nine-Curt, Universidad de Puerto Rico; Robert Oprandy, Teachers College, Columbia University; Lise Winer, Université de Montréal.

*Advertising* should be directed to Aaron Berman, TESOL Development and Promotion, Box 14368, San Francisco, California 94114. Telephone: (415) 697-5628.

**TESOL**
**Teachers of English to Speakers of Other Languages**

*An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect*

For membership or change of address write to TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Telephone: (202) 625-4569.

*TESOL Officers are:* President, Darlene Larson, ALI, New York University; First Vice-President, John Haskell, Northeastern Illinois University; Second Vice President, Jean Handscombe, North York Board of Education, Willowdale, Ontario.

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*Executive Director:* James E. Alatis, Georgetown University
*Executive Assistant:* Carol LeClair

The *TESOL Quarterly* is edited by Interim Editor H. Douglas Brown, University of Illinois; the *Convention Daily* is edited by Jerry Messec, University of Florida at Tallahassee.

TESOL, 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057

TESOL NEWSLETTER
VOL. XVI, NO. 6, DECEMBER 1982


TESOL TORONTO '83
SHERATON CENTRE MAR 6-12

**Program Chair: Jean Handscombe**
**North York Board of Education,**
**Willowdale, Ontario M2N 5N8**

**Associate Program Chair: Richard A. Orem**
**Northern Illinois University**
**DeKalb, Illinois 60115**


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